INDIANA STATE SERIES

SPELLING BOOK

Elton Schafer,
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INDIANA STATE SERIES.

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PREFACE.

THE experiment of dispensing entirely with the spelling book as a text-book in schools has not met with the success that its advocates anticipated, and the return to a word-book of some kind is becoming general. The book demanded by the times, however, is not merely a compilation of words arranged in columns to be memorized by the pupil, but a series of language exercises teaching the origin, structure, sound, and meaning of words, presented in an attractive and suggestive manner.

The plan of this *Spelling Book* is inductive; beginning with a careful study of the sounds of the words, it proceeds to the correct methods of writing their forms, and closes with exercises pertaining to the process of word-building and the sources of the words themselves. Root-words and words in every-day use are largely employed, and frequent lessons in grouped objects, synonyms, and dictation exercises are introduced.

Throughout the book reference is constantly had to the meaning of the words, and efforts have been made to expose the common errors in spelling, pronunciation, and the use of words.

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INTRODUCTION.

THE English Alphabet consists of twenty-six letters, five of which (*a*, *e*, *i*, *o*, and *u*) are called *vowels*, and the others *consonants*. *W* and *y*, usually consonants, are sometimes vowels, and their vowel sounds are the same as *u* and *i*.

A *Vowel* is a letter which can be perfectly sounded without the aid of any other letter.

A *Consonant* is an articulate sound, in utterance usually combined and sounded with a vowel.

A *Diphthong* is the union of two vowels in one sound.

The vowels, and some of the consonants, have several sounds; in this book these sounds are indicated by *diacriticals*, as follows:—

KEY TO PRONUNCIATION.

TABLE OF VOCALS.

Long Sounds.

ā, as in āte.	ē, as in ēve.
â, " câre.	ẽ, " ẽrr.
ä, " ärm.	ī, " īçe.
å, " låst.	ō, " ōde.
a̲, " a̲ll.	ū, " tūne.

o͞o, as in fo͞ol.

Short Sounds.

ă, as in ăm.	ŏ, as in ŏdd.
ĕ, " ĕlm.	ŭ, " ŭp.
ĭ, " ĭn.	o͝o, " lo͝ok.

Diphthongs.

oi, as in oil.	ou, as in out.

TABLE OF SUBVOCALS.

b, as in bĭb.	v, as in văl<u>v</u>e.
d, " dĭd.	th, " thĭs.
g, " gĭg.	z, " zĭn<u>e</u>.
j, " jŭg.	z, " ăzure.
n, " nīne.	r, " râre.
m, " māim.	w, " wē.
ng, " hăng.	y, " yĕt.

l, as in lŭll.

TABLE OF ASPIRATES.

f, as in fĭfe.	t, as in tärt.
h, " hĭm.	sh, " shē.
k, " cāke.	ch, " chăt.
p, " pīpe.	th, " thĭck.
s, " sāme.	wh, " whȳ.

TABLE OF SUBSTITUTES.

ạ,	for	ŏ,	as in	whạt.	y̆,	for	ĭ,	as in	mẙth.
ê,	"	â,	"	thêre.	¢,	"	k,	"	¢ăn.
e͟,	"	ā,	"	fe͟int.	ç,	"	s,	"	çīte.
ï,	"	ē,	"	poliçe.	çh,	"	sh,	"	çhāiṣe.
î,	"	ẽ,	"	sīr.	¢h,	"	k,	"	¢hāos.
ȯ,	"	ŭ,	"	sȯn.	ġ,	"	j,	"	ġĕm.
o͝,	"	o͞o,	"	to͝.	n͟,	"	ng,	"	ĭn͟k.
o͝,	"	o͝o,	"	wo͝lf.	s͟,	"	z,	"	ăs͟.
ô,	"	a͝,	"	fôrk.	s,	"	sh,	"	su͝re.
õ,	"	ẽ,	"	wõrk.	x͟,	"	g̃z,	"	ĕx͟ăct.
u͝,	"	o͝o,	"	fu͝ll.	gh,	"	f,	"	läugh.
û,	"	ẽ,	"	bûrn.	ph,	"	f,	"	phlŏx.
u͝,	"	o͞o,	"	ru͝de.	qu,	"	k,	"	pïque.
ȳ,	"	ī,	"	flȳ.	qu,	"	kw,	"	quĭt.

In this book the *u* in *qu* is canceled when the *q* is sounded like *k;* also the *h* in *ch* when the sound is that of *k.*

For the *names* and *offices* of *diacritical marks,* and those of other signs used in writing and printing, see Lessons 148, 149.

Part I. of this book, pages 9–64, furnishes numerous illustrations of the above sounds, incorporated with the main text.

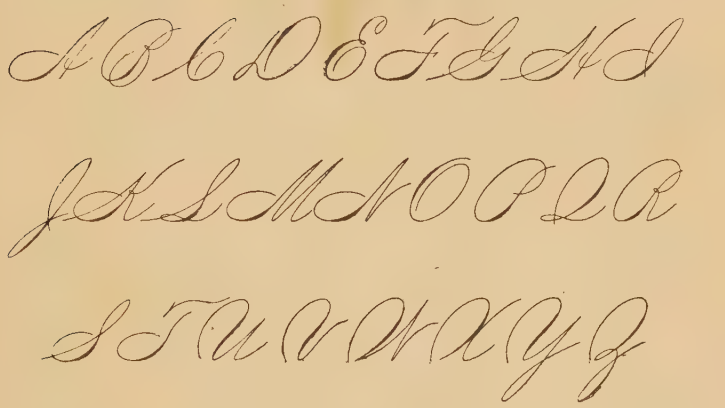
Silent letters have been canceled by a line drawn diagonally across the letter.

THE ALPHABET.

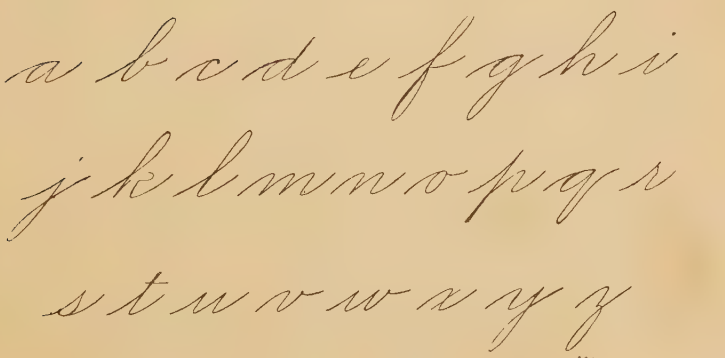
A	a	N	n
B	b	O	o
C	c	P	p
D	d	Q	q
E	e	R	r
F	f	S	s
G	g	T	t
H	h	U	u
I	i	V	v
J	j	W	w
K	k	X	x
L	l	Y	y
M	m	Z	z

SCRIPT ALPHABET.

Capital Letters.



Lower-case Letters.



Lesson 3.

Short sound of **i**, marked ĭ.

lĭp	bĭd	fĭḡ	hĭt	fĭn
sĭp	dĭd	dĭḡ	fĭt	pĭn
hĭp	lĭd	bĭḡ	pĭt	jĭḡ
dĭp	rĭd	wĭḡ	bĭt	sĭn

Lesson 4.

Short sound of **o**, marked ŏ.

c̆ŏt	bŏḡ	pŏp	pŏt	c̆ŏn
dŏt	fŏḡ	mŏp	pŏd	sŏb
ḡŏt	jŏḡ	sŏp	nŏd	sŏd
nŏt	lŏḡ	tŏp	rŏd	rŏb

The fox hid in his den.

Lesson 5.

Short sound of **u**, marked ŭ.

rŭt	bŭn	bŭd	rŭb	hŭḡ
c̆ŭt	dŭn	ḡŭn	tŭb	lŭḡ
hŭt	jŭt	pŭn	dŭḡ	rŭḡ
bŭt	fŭn	mŭd	rŭm	tŭḡ

Lesson 6.

THINGS THAT HAVE LIFE.

băt	măn	năg̃	ŏx	hŏg̃
căt	lăd	hĕn	fŏx	bŭg̃
răt	răm	pĭg̃	dŏg̃	pŭp
crăb	stăg̃	fĭsh	frŏg̃	dŭck

The dog bit the rat.

Lesson 7.

Long sound of **a**, marked **ā**.

hātę	cāmę	rāçę	g̃āy	fāy̆l
mātę	fāmę	māçę	māy	jāy̆l
lātę	dāmę	lāçę	sāy	rāy̆l
rātę	lāmę	fāçę	dāy	nāy̆l

Lesson 8.

Long sound of **e**, marked **ē**.

mē	fēę	sēęk	pēą	rēąm
wē	trēę	lēęr	nēąt	mēąl
yē	fēęl	jēęr	bēąm	mēąd
shē	rēęl	mēęk	sēąt	bēąd

Lesson 9.

Long sound of **i**, marked ī.

bīnd	līnɠ	fīrɠ	hīvɠ	wīnɠ
fīnd	mīnɠ	mīrɠ	dīvɠ	bīlɠ
kīnd	dīnɠ	tīrɠ	kītɠ	bītɠ
mīnd	fīnɠ	wīrɠ	rīdɠ	wīdɠ

Lesson 10.

Long sound of **o**, marked ō.

ōld	bōȧt	lōbɠ	hōnɠ	bōdɠ
hōld	gōȧd	lōpɠ	bōnɠ	bōrɠ
gōld	lōȧd	rōpɠ	bōlt	tōld
cōld	tōȧd	hōpɠ	tōnɠ	fōld

Lesson 11.

Long sound of **u**, marked ū.

ūsɠ	tūbɠ	mūtɠ	hūġɠ	tūnɠ
cūɠ	cūrɠ	lūtɠ	dūkɠ	lūrɠ
hūɠ	dūrɠ	cūbɠ	dūpɠ	Jūnɠ
sūɠ	pūrɠ	dūnɠ	dūɠ	fūmɠ

The duke tuned the lute.

ADDITIONAL MONOSYLLABLES.

Short vowel sounds.

Lesson 12.

c̆ăb	bĕḡ	bĭb	bŏx	c̆ŭd
c̆ăn	lĕḡ	dĭn	c̆ŏb	hŭb
făḡ	ġĕm	ḡĭḡ	c̆ŏḡ	hŭm
năb	kĕḡ	ġĭn	fŏb	jŭḡ
răn	kĕn	hĭd	fŏp	mŭḡ
săḡ	Bĕn	kĭt	hŏd	nŭn

Lesson 13.

săp	nĕt	mĭd	hŏt	nŭt
tăn	pĕḡ	rĭb	jŏb	pŭḡ
tăp	sĕx	rĭm	lŏp	sŭn
tăx	lĕft	sĭx	lŏt	mŭm
văn	tĕll′	tĭn	mŏb	tŭn
wă̆ḡ	tĕnt	wĭn	ḡŏnȼ	fŭzz′

Lesson 14.

bă̆ȼk	fĕlt	dĭsh	c̆ŏst	dŭsk
bănd	lĕnd	kĭȼk	lŏft	dŭst
c̆ămp	pĕst	lĭmp	lŏsś	hŭmp
dăsh	rĕnt	lĭvȼ	rŏmp	lŭȼk
pă̆ȼk	sĕnd	rĭsk	sŏȼk	mŭsh
sănd	wĕnt	wĭsh	tŏsś	mŭst

ADDITIONAL MONOSYLLABLES.

Long vowel sounds.

Lesson 15.

fāy̆	bēɛ̆f	īçɛ̆	dōɛ̆	mūlɛ̆
hāy̆	rēɛ̆f	nīçɛ̆	wōɛ̆	pūlɛ̆
ɛlāy̆	hēɛ̆d	rīçɛ̆	flōɛ̆	lūkɛ̆
prāy̆	wēɛ̆d	bīdɛ̆	dōlɛ̆	flūkɛ̆
stāy̆	lēɛ̆k	hīdɛ̆	jōkɛ̆	jūtɛ̆
trāy̆	ɛrēɛ̆k	sīdɛ̆	mōlɛ̆	flūtɛ̆

Lesson 16.

gāmɛ̆	ēăr	fīfɛ̆	ɛōăl	mōst
nāmɛ̆	fēăr	līfɛ̆	fōăl	hōst
sāmɛ̆	gēăr	wīfɛ̆	lōăn	ɛlūɛ̆
fādɛ̆	tēăr	dīkɛ̆	mōăn	ɛūtɛ̆
wādɛ̆	smēăr	līkɛ̆	ɛōăx	flūmɛ̆
shādɛ̆	spēăr	strīkɛ̆	hōăx	spūmɛ̆

Lesson 17.

rāĭd	bēăk	nīnɛ̆	shōw̆	snōrɛ̆
pāĭd	pēăk	pīnɛ̆	snōw̆	smōkɛ̆
māĭn	hēăt	vīnɛ̆	stōw̆	spōkɛ̆
stāĭn	pēăt	shīnɛ̆	mōrɛ̆	fūşɛ̆
trāĭl	ēăşɛ̆	spīnɛ̆	lōrɛ̆	lūnɛ̆
snāĭl	grēăsɛ̆	whīnɛ̆	stōrɛ̆	jūĭçɛ̆

Lesson 18.

REVIEW OF SOUNDS.

From the sounds already learned, require the pupils to mark the following words correctly, canceling the silent letters:

apt	lent	bill	lode	null
tag	bee	hind	lock	pump
babe	belt	hint	oft	glue

Lesson 19.

Sound of the diphthongs **oi** or **oy**, and **ou** or **ow**.

boy	oil	how	pound	fowl
ɕoy	boil	prow	bound	howl
toy	toil	town	sound	ɕowl

Lesson 20.

Italian sound of **a** as in *arm*, marked ä.

ärɕ	ɕär	tärt	pärk	spär
ärt	tär	ɕärt	bärk	stär
ärk	jär	därt	härk	sɕär
ärm	mär	lärd	bärn	färm

His bark was on the sea.

Lesson 21.

Broad sound of **a**, marked ą; **o**, marked ô, has the same sound.

bąl	pąw	drąw	ôrb	côrn
cąl	hąw	fląw	cork	bôrn
fąl	jąw	wąlk	fôrk	hôrn
pąl	ląw	tąlk	fôrm	lôrd

Lesson 22.

In words of two or more syllables, one syllable receives the chief stress of voice, called the *accent*. The accent is denoted by a mark (′) at the end of the accented syllable; thus, pā′per.

Long sounds of **a**, marked ā, and **e**, marked ē.

bā′bel	fā′tal	dē′çent	nē′ğro
bā′by	mā′zy	dē′mon	pē′dal
lā′bel	nā′bob	hē′ro	rē′al

Lesson 23.

NAMES OF BIRDS.

owl	lärk	ğŭl	quāil	ğrouse
jāy	hawk	wrĕn	fĭnch	rŏb′in
dove	crōw	crāne	snīpe	thrŭsh

The owl hoots in the dark.

Lesson 24.

THE WORDS WE USE.

The following words make one third of our common language, written and spoken; and the first ten, one fourth. They appear here in the order of their precedence:

the	Ī	yo͝u	bē	they
ănd	thăt	ā	fôr	shăll
ŏf	ĭn	ĭs	hăve	ăs
to͝	ĭt	nŏt	bŭt	hē

Lesson 25.

Long sounds of **i** and **o**, marked ī and ō.

bī′as	fī′at	bōn′y	ō′ver
bī′ble	fī′nal	bō′nus	ō′men
dī′et	ī′cy	tō′per	lō′eal

Holy Bible! book divine!

Lesson 26.

THINGS THAT SHOULD BE SEEN IN A SCHOOL-ROOM.

măp	bĕll	slāte	glōbe	pā′per
pĕn	dĕsk	chärt	chalk	ru͝l′er
ĭnk	bo͝ok	clŏck	sēats	pĕn′cil

Lesson 27.

REVIEW OF PREVIOUS LESSONS.

Require the pupil to write these words with proper accents:

start	caper	tiger	ground
fault	table	pilot	grope
paint	venal	pony	plume

Lesson 28.

Long sound of **u**, marked ū.

bū′gl̸e	fū′ry	ċom mūn̸g′	re pūt̸e′
tū′lip	lū′çid	re ş̄ūm̸e′	de pūt̸e′
dū′el	tū′mult	as sūm̸e′	ċom mūt̸e′

Lesson 29.

FAMILIAR OBJECTS.

lămp	stōōl	lo͟ungg̸e	ċrā′dl̸e
vāse	brōōm	bŏt′tl̸e	pĭtch′er
ċärd	hous̸e	dĭsh′eş	bĕd′stĕa̸d

Rest not! life is sweeping by;
Go and dare before you die.

ADDITIONAL MONOSYLLABLES.

Lesson 30.

With diphthongs, ä, ạ, and ô.

c͜oin	joy	lout	c͜ount	vow
join	c͜loy	pout	fount	brow
ḡroin	soil	flout	hound	plow
noiṣ͜	spoil	shout	housḙ	c͜lown
poiṣ͜	joint	snout	mousḙ	drown

Lesson 31.

With ä.

bärb	därn	ärc͜	däu̯nt	härsh
ḡärb	bärk	märl	ḡäu̯nt	pärch
bärd	märk	härp	häu̯nt	stärch
härt	spärk	bäth	jäu̯nt	färçḙ
mărt	stärk	läth	täu̯nt	spärsḙ

Lesson 32.

With ạ and ô.

ạẇḙ	hạlt	wạrn	drạẇl	sc͜ôrn
c͜ạẇ	mạlt	wạrp	sc͜rạẇl	thôrn
mạẇ	pạẇn	laụd	fôrm	tôrch
rạẇ	yạẇn	wạrm	sôrt	ḡôrsḙ
c͜laẇ	bạld	fraụd	snôrt	ḡôrġḙ
c͜raẇ	wạrd	swạrm	môrn	stôrk

ADDITIONAL DISSYLLABLES.

Long vowel sounds accented.

Lesson 33.

bā′s̩in	lē′g̈al	ġī′ant	bō′rax	dū′e̊al
fā′vor	ġē′nus	mī′nus	nō′blȩ	jū′lep
mā′sȯn	pē′nal	pī′ø̆s	pō′lar	mū′e̊us
rā′zor	dē′tā̤il	rī′val	sō′ber	pū′pil
wā′ver	sē′quel	tī′tlȩ	tō′tal	tū′nie

Lesson 34.

bānȩ′fu̧l	bēȩ′tlȩ	plī′ant	pōk′er	fūt′ūrȩ
e̊ām′brie	mērȩ′ly	prī′vatȩ	stō′ry	plū′ral
g̈ā̤i′ly	bē̤ak′er	e̊lī′matȩ	spōk′e̤n	stū′pid
rā̤i′ment	wē̤a′ry	ʂçī′ençȩ	mōlt′e̤n	nūi′sançȩ
sā̤int′ly	trē̤a′ʂȯn	pīe′ba̤ld	hōst′esʂ	sūi̯t′or
trā̤i′tor	prē′çept	mīlȩ′a̤gȩ	prō′çeȩdʂ	dūkȩ′dȯm

Lesson 35.

a bātȩ′	se vērȩ′	a bīdȩ′	mo rōsȩ′	a būʂȩ′
re mā̤in′	re çēdȩ′	re mīnd′	pa trōl′	re fūʂȩ′
ob tā̤in′	ap pē̤al′	at tīre′	re pōrt′	as tūtȩ′
pōr trā̤y′	re l̤ēf′	pro vīde′	sup pōʂe′	per fūmȩ′
per suādȩ′	su prēmȩ′	re quīrȩ′	pro vōkȩ′	pol lūtȩ′
pro e̊lā̤im′	a pīeçȩ′	per spīrȩ′	pōst pōnȩ′	pur sūi̯t′

Lesson 36.

Short sound of a and e, marked ă and ĕ.

ăb′bẹy	ćăm′el	fĕr′ry	lĕt′ter
băn′ish	săt′in	fĕt′ter	mĕm′ber
băn′ner	făn′cy	kĕn′nel	mĕn′tal
ćăb′in	lăd′der	fĕs′tal	pĕp′per

Lesson 37.

The ọ in *wolf*, the o͝o in *book*, and the ụ in *put*, have the same sound, which is shorter in quantity than the o͞o in *moon*.

pụt	pụsh	ho͝ok	wọlf	lo͝ok
pụll	bụsh	ro͝ok	ćọụld	to͝ok
fụll	pụss	ćo͝ok	shọụld	sho͝ok

The puss could look at the cook.

Lesson 38.

ARTICLES OF FOOD.

hăm	ćākę	tärts	chēęcę
ĕggs	vēal	tōast	bā′ęon
pīęs	pōrk	brĕad	mŭt′tøn

Bread is the staff of life.

Lesson 39.

Short sound of **i** and **o**.

mĭm′ie	bĭt′ter	ŏf′fer	ecŏf′feɋ
ĭn′land	çĭn′der	ŏf′fiçɋ	ecŏf′fin
ĭn′sĕet	çĭt′y	rŏɋk′et	ecŏm′et
sĭm′plɋ	erĭɋk′et	bŏd′y	ecŏt′tøn

Lesson 40.

DICTATION EXERCISES.

A *mimic* is one who imitates. An *inland* town. The *cricket* is an *insect.* The dead *body* was placed in the *coffin.* He had an *office* in the *city.* *Coffee* grows in warm climates. It was a *bitter* cold day. A *comet* was seen in the sky.

Lesson 41.

ARTICLES OF CLOTHING.

ecăp	rōbɋ	sŏɋks	mĭtʦ	g̃lôvɋʂ
hăt	hō͝od	bō͝ots	seärf	båsqɥɋ
eōɋt	săɋk	shoɋʂ	drĕsɋ	bŏn′net
ecāpɋ	g̃own	elōɋak	shạ̈wl	măn′tlɋ

There are other words pronounced like some of the above: cōtɋ, a small house; săc, a bag for a liquid; båsk, to lie in warmth; and măn′tɋl, a shelf above a fire-place.

Lesson 42.

Short sound of **u**.

ŭn′der	bŭt′ler	fŭn′nel	hŭn̲′ger
ŭsh′er	cŭm′ber	gŭl′let	lŭm′ber
bŭf′fet	cŭt′ter	gŭt′ter	mŭs′ket
bŭnt′ing	dŭl′çet	hŭn′dred	sŭf′fer

Lesson 43.

Short Italian sound of **a**, marked **å**.

påst	gråss	bås′ket	a måss′
måss	chånt	cåsk′et	a våst′
låst	gråft	mås′ter	re påst′
måst	chånçe	dån′çer	en chånt′

This is a medium sound between the ä in *father* and the ă in *fat*, and its mastery should be insisted upon by the teacher.

Lesson 44.

WORDS OF OPPOSITE MEANINGS.

făr	nēa̸r	by̆	sĕl̸′
făt	lēa̸n	gĭve̸	tāke̸
săd	glăd	băd	gōo̸d
hīg̸h̸	lōw̸	härd	sŏft
ŭp	down	sĭc̸k	wĕl̸′
nō	yĕs	lärge̸	sma̸ll̸′

Lesson 45.

Sound of **a** like short ŏ, marked ạ; and **a** as in *air*, marked â.

wạd	swạn	quạsh	flârɇ	snârɇ
wạs	wạsp	wạtch	blârɇ	scârɇ
wạnd	whạt	cârɇ	shârɇ	squârɇ
wạst	squạt	dârɇ	spârɇ	prâẏɇr

Lesson 46.

EXERCISES ON THE ABOVE LESSON.

The *swan* is a graceful bird. A *wand* is a rod. The *wad was* taken from the gun. The *wasp* has a sting. Take *care*, and *spare* no pains. *Quash* means to crush; in law, to make void. *Prayer* is the act of praying. *Watch* and wait.

Lesson 47.

WORDS OF OPPOSITE MEANINGS.

pūrɇ	foul	sour	swēɇt
lŏst	found	dĭm	brīgẖt
därk	lıgẖt	wēɇk	strŏng
dŭlˌl	shärp	fīnɇ	cōɑrsɇ

Art is long, and Time is fleeting.

ADDITIONAL DISSYLLABLES.

Short vowel sounds.

Lesson 48.

ăb′sent	dĕs′pot	dĭf′fer	dŏl′lar
băl′lot	fĕl′lōẇ	dĭm′plḙ	bŭb′blḙ
ċăn′çel	lĕg′atḙ	dĭn′ner	bŭt′ter
făm′ish	tĕm′per	ċŏm′mȧ	pŭd′dlḙ
tăb′let	bĭg′ot	dŏg′mȧ	pŭz′zlḙ
ĕl′bōẇ	çĭv′il	bŏr′rōẇ	sŭl′len

Lesson 49.

drăg′on	dĕr′riċk	glĭm′mer	flŏr′id
flăg′on	tĕxt′ĭlḙ	shĭn′glḙ	ċŭd′ġel
grăv′el	pĕn′sĭvḙ	swĭn′dlḙ	sŭl′try
plăn′et	mĕs′saġḙ	fŏr′aġḙ	sŭm′mit
trăv′el	drĭz′zlḙ	fŏr′est	ċŭl′prit
dĕn′tist	dwĭn′dlḙ	dŏċk′et	jŭs′tiçḙ

Lesson 50.

flăn′nel	fĕn′çing	frie′tion	prŏf′fer
grăm′mar	shĕl′ter	prĭg′gish	flŭt′ter
plăt′ter	trĕm′blḙ	skĭt′tish	grŭm′blḙ
seăn′dal	shĕp′ħerd	ċŏb′bler	shŭd′der
shăl′lōẇ	drĭb′blet	hŏs′tĭlḙ	trŭn′dlḙ
plĕn′ty	flĭp′pant	prŏd′uet	stŭb′born

ADDITIONAL WORDS.

Lesson 51.

Sounds of o͝o, o̤, ṳ, and o͞o.

wo͝od	wo̤ṳld	bo͞ot	bro͞od
wo͝ol	bṳl'let	co͞ol	dro͞op
sto͝od	pṳl'ley	ho͞of	glo͞om
go͝od'ness	pṳl'let	lo͞op	spo͞on
bo̤'som	pṳd'ding	po͞or	tro͞op

Lesson 52.

Sound of å.

cåsk	måsk	craft	pås'tor
fåst	dåft	shåft	påst'ūr
gåsp	pånt	dråft	de månd'
råft	clåsp	flåsk	en hånçe'
tåsk	gråsp	lånçe	en tråncé'

Lesson 53.

Sounds of â and ạ.

lâir	swêâr	wạn	wạf'fle
mârc	châr'y	swạp	wạr'rant
wârs	pâr'ent	squạd	stạl'wart
lâird	de clârc'	squạsh	quạd'rant
bâirn	com pârc'	quạr'ry	squạn'der

Lesson 54.

Sounds of e and i before *r*, marked ẽ and ĩ.

ġẽrm	spẽrm	bĩrd	çĩr′eus
tẽrm	stẽrn	ġĩrl	fĩr′kin
vẽrb	ɇlẽrk	fĩrm	vĩrt′ūɇ

Lesson 55.

ERRORS TO BE AVOIDED.

In Lesson 25, do not pronounce *bias* bī′us, *diet* dī′ut, *omen* ō′mun, nor *local* lō′kl. Lesson 26, *chalk* is pronounced *chawk*, not *chock*. Avoid the sound of short *u* in *put*, the broad *a* in *office*, and the short *u* in *bonnet*. Do not call *hundred* hŭn′derd, nor *scare* skēer.

Lesson 56.

NAMES OF FRUITS.

pɇâr	pēɇch	ăp′plɇ	chĕr′ry
plŭm	quĭnçɇ	lĕm′on	ŏr′anġɇ
lĭmɇ	ġrāpɇ	mĕl′on	çĭt′ron

If a task is once begun,
Never leave it till its done.

Lesson 57.

Sound of **u** and **o** before *r*, marked û and õ.

tûrn	ûr′chin	wõrt	wõr′thy
cûrb	ûr′gent	wõrk	wõrld′ly
spûr	bûr′dẹn	wõrm	wõr′ship
cûrvẹ	bûrḡ′lar	wõrd	wõrm′wo͝od

Lesson 58.

PROVERBS.

Never trouble trouble till trouble troubles you. To know that you know what you know, and to know that you do not know what you do not know,—that is true wisdom. Live in a worry, and death will hurry. He lives long that lives well; and time misspent is not lived, but lost.

Lesson 59.

WORDS OF OPPOSITE MEANINGS.

a bòvẹ′	be lōẉ′	rârẹ	cŏm′mon
noiṣ′y	quī′et	proud	hŭm′blẹ
ŏfẗ′ẹn	sĕl′dom	wõrsẹ	bĕt′ter
ŭp′per	lōẉ′er	clēạn	dīrt′y
be fōrẹ′	be hīnd′	brāvẹ	tĭm′id

Lesson 60.

Sounds of **o** before *r*, like broad *a*, marked ô; and of **u** after *r*, like o͞o, marked u̟.

e͟ôrd′a.g̊e͟	fôrt′ūn̊e͟	bru̟′tal	pru̟′dent
e͟ôr′net	môr′tal	eru̟′el	ru̟′in
dôr′mant	hôr′net	fru̟′g̃al	ru̟′mor

Lesson 61.

What word in Lesson 60 means "destined to die"? Which refers to the ropes of a ship's rigging? Which means "sleeping"? Which signifies "careful"? Which is the name of an insect? Which, of a musical instrument?

Lesson 62.

NAMES OF ANIMALS AND THEIR YOUNG.

e͟ow	e͟älf	hôrse͟	e͟ōlt
g̃ōa͟t	kĭd	hĕn	chĭe͟k′en
be͟âr	e͟ŭb	lī′on	whĕlp
dēe͟r	fa͟wn	e͟ăt	kĭt′te͟n
shēe͟p	lăm͟b	dŏg̃	pŭp′py

Dare to do right; dare to be true.

ADDITIONAL WORDS.

Lesson 63.

Sounds before *r* of ẽ and ĩ.

hẽrd	pẽr′sø̀n	sĩr	chĩrp
nẽrvǿ	hẽr′mit	dĩrt	çĩr′ɛlǿ
sẽrvǿ	fẽr′tĭlǿ	fĩrst	kĩr′tlǿ
tẽrsǿ	fẽr′vent	shĩrt	g̃ĩrd′lǿ
vẽrsǿ	mẽr′mā̀ĭd	smĩrk	ĩrk′sòmǿ

Lesson 64.

Sounds before *r* of û and õ.

ɛ̂rd	blûrt	sûr′loin	tûr′ban
fûrl	chûrn	mûr′der	tûr′bid
lûrk	ɛ̂rsǿ	mûr′mur	wõrld
slûr	nûrsǿ	fûr′nish	wõrst
tûrf	pûrsǿ	pûr′pōrt	wõrth

Lesson 65.

Sounds of ô before *r* and u̟ after *r*.

ɛ̂rpsǿ	môr′sel	tru̟ǿ	ru̟′ral
fôr′ty	nôr′mal	pru̟dǿ	g̃ru̟′el
ôr′der	sôr′did	fru̟ĭt	tru̟′ant
ɛ̂r′ner	g̃ôr′ġǿøũs	ɛru̟ĭsǿ	ab stru̟sǿ′
bôr′der	tôr′por	ɛru̟′et	ex tru̟dǿ′

Lesson 66.

Italian sound of a, marked ä; and the broad sound, marked a̤.

är′bor	bär′l¢ў	a̤l′so	wa̤′ter
är′dent	bär′ter	ba̤l′sam	ha̤l′ter
är′gūg	¢är′bon	la̤w′rel	ta̤lk′er
ärm′or	¢är′pet	fa̤l′ter	da̤wg′ter

Lesson 67.

REVIEW IN PRONUNCIATION.

The *a* in *orange* has the sound of short *e:* ŏr′enj. Both the *t* and *e* in *often* are silent: ŏf′n. The accent in *cornet* is on the first syllable. Webster pronounces *fortune* fôrt′yṳn. *Calf* is not pronounced kăf, but käf,—*a* as in *arm. Water* and *daughter* are not pronounced wŏt′ter and dŏt′ter, but waw′ter and daw′ter.

Lesson 68.

NAMES OF FISHES.

¢ŏd	sōl¢	shăd	¢ärp	shärk
gär	chŭb	pīk¢	pērch	rōgch
rāy	dāçg	bass	trout	plāiçg

Goodness is beauty at its best.

Lesson 69.

Sounds of long o͞o, differently marked; e͞w, following *r*, has the same sound.

ẘho	so͟up	ru͟le	bo͞om	drew
ẘhom	to͟ur	ru͟de	do͞om	g͞rew
lös͟e	₹ro͟up	₹ru͟de	lo͞on	₹rew
mo͟ve͟d	g͞ro͟upe͟d	bru͟te	blo͞om	₹erew

Lesson 70.

Sound of n like *ng*, marked n̲.

mĭn̲k	bă̤n̲k	sŭn̲k	drăn̲k	ăn̲′g͞le
rĭn̲k	lă̤n̲k	jŭn̲k	drŭn̲k	ăn̲′g͞er
sĭn̲k	blă̤n̲k	trŭn̲k	spŭn̲k	ŭn̲′ele

Lesson 71.

SYNONYMS.

The equivalent words extend across the page.

ĕnd	ā᷑m	bĕnt	se͟ope	drĭft
sŏd	lō᷑m	mōld	elŏd	c͞arth
fŭn	plāy	mīrth	spōrt	prăn̲k
rŏd	pōle	eāne	stäf᷑	stĭe͟k

Sup wisely and you will sleep well.

ADDITIONAL WORDS.

Lesson 72.

Sounds of ä and a̤.

bär′ber	bär′gain	ba̤u̯′ble	ga̤w̯k′y
gär′ble	car′nage	ca̤u̯′cus	ca̤us′tic
jär′gon	där′ling	pa̤l′ter	ma̤u̯d′lin
mär′gin	pär′boil	pa̤u̯′per	pla̤u̯d′it
pär′çel	tär′nish	ta̤w̯′dry	sa̤lt′ness

Lesson 73.

Sounds of o̤, ṳ, o͞o, and ew after *r*.

gro̤u̯p	sprṳçe	gro͞om	brew
ro̤u̯te	trṳ′ism	sho͞ot	shrew
whose	hur rä′	spo͞ol	strew
co̤u̯′pon	trṳf′fle	swo͞on	threw
go̤u̯r′mand	pro trṳde′	sno͞oze	crew′el

Lesson 74.

Sound of n̲ before g and k, and the k sounds of c, q, etc.

ăn̲′gry	brĭn̲k	răn̲′cor	băn̲′quet
fĭn̲′ger	flăn̲k	săn̲c′tum	cŏn̲′quest
lăn̲′guid	ăn̲′kle	fŭn̲c′tion	văn̲′quish
cŏn̲′gress	trĭn̲k′et	săn̲c′tion	mĭn̲x
săn̲′guĭne	sprĭn̲k′le	tĭn̲ct′ūre	ăn̲x′ĭous

Lesson 75.

Sharp sound of **th**, unmarked.

thĭn	pĭth	thŭn′der	pā′thos
thĭn̲k	truth	thou′s̱and	yø̆u̇th′fu̇l
thĭng	dĕ⸗th	thĭs′t̸le⸗	thăn̲k′fu̇l

Lesson 76.

Flat sound of **th**, marked th.

thĭs	brē⸗the⸗	fā′ther	nôrth′ern
thĕm	smo͞oth	be nē⸗th′	sø̆u̇th′ern
thou	blīthe⸗	thĭth′er	thêre⸗′fōre⸗

Lesson 77.

To be copied, and placed on the board or slate.

Boys of spirit, boys of will,
Boys of muscle, brain, and power,
Fit to cope with any thing—
These are wanted every hour.

Lesson 78.

NAMES OF MEN.

John Henry Robert

James Arthur Thomas

Paul Jacob William

Frank Charles Richard

Lesson 79.

NAMES OF WOMEN.

Anna Helen Clara

Lucy Edith Alice

Ella Mary Agnes

Cora Sarah Laura

Lesson 80.

Sound of **g** like *j*, marked ġ.

ġĕm	ġĕn′der	ġĕst′ūrȩ	dān′ġer
pāġȩ	ġĭn′ger	o blīġȩ′	ġēn′iŭs
stāġȩ	ġĭb′bet	lŏġ′ie	ĕn′ġĭnȩ
lĕḏġȩ	lē′ġend	măġ′ie	rē′ġion

Lesson 81.

Sound of **g** hard, marked ḡ.

ḡăḡ	ḡlōbȩ	ḡär′ter	fŏḡ′ḡy
ḡāvȩ	ḡråsp	ḡ̈ást′ly	ĕrăḡ′ḡy
ḡăng	ḡrănd	ḡew′ḡa̤w	lăḡ′ḡard
ḡôrġȩ	ḡlånçȩ	ḡăl′lop	ḡĭḡ′ḡlȩ

Lesson 82.

SYNONYMS.

wīlȩ	ruṣȩ	trĭ<u>c</u>k	chēa̤t	dŏḏġȩ
bĭt	jŏt	whĭt	mītȩ	serăp
coil	wīnd	twīnȩ	twĭst	ẏrēa̤thȩ
vĕx	frĕt	chāfȩ	tēa̤sȩ	plāgṳȩ
tīȩ	lĭn̲k	bŏnd	yōkȩ	chāĭn

Wile is an Anglo-Saxon word; **ruse** is French; **trick** is from the Dutch; **cheat** comes originally from the Latin; and **dodge** has been traced back to the north of England.

ADDITIONAL WORDS.

Lesson 83.

Sound of th.

bōth	bẽrth	thĩrst	ăth′lētȩ
mŏth	fĩfth	thrĕȩt	mĕth′od
ōȩth	fāȷth	thrīvȩ	rụth′lesȿ
rụth	smĭth	thwạrt	thrŏt′tlȩ

Sound of th.

thăn	lĭthȩ	ȯth′er	brȯth′er
thēȩ	tĭthȩ	bŏth′er	smȯth′er
thēsȩ	sōōthȩ	mȯth′er	fĕȩth′er
thīnȩ	ȩlōthȩ	răth′er	lĕȩth′er

Lesson 84.

Sound of ġ.

pāġȩ	sĭnġȩ	brĭdġȩ	frăġ′ĭlȩ
rāġȩ	spȯnġȩ	lŏġ′ie	ġĭb′lets
sāġȩ	stāġȩ	măġ′ie	ȩon ġēal′
ẇāġȩ	tĭnġȩ	rĭġ′id	suḡ ġĕst′

Sound of ḡ.

flăḡ	măḡ′ḡot	brĭ ḡādȩ′	fa tïḡụȩ′
prĭḡ	dăḡ′ḡer	dĭ ḡrĕssȿ′	frăḡ′ment
snăḡ	ḡăl′ley	stăḡ′ḡer	smŭḡ′ḡler
be ḡĭn′	sĭḡ′nal	ẇrĭḡ′ḡlȩ	strŭḡ′ḡlȩ

Lesson 85.

Long sound of **y**, marked **ȳ**.

lȳrȼ	al lȳ′	tȳ′ro	de erȳ′
tȳpȼ	de nȳ′	tȳ′rant	re plȳ′
stȳlȼ	re lȳ′	çȳ′elȼ	ap plȳ′
sȼȳthȼ	de fȳ′	hȳ′drant	com plȳ′

Lesson 86.

Short sound of **y**, marked **y̆**.

mȳth	lȳr′ie	mȳs′tie	sȳn′tax
lȳnch	pȳg̃′my	ġȳp′sum	phȳs̱′ie
lȳmph	sȳn′od	mȳth′ie	erȳs′tal
trȳst	ġȳp′sy	sȳs′tem	sȳmp′tom

Lesson 87.

Words pronounced alike. Copy the sentences below and fill the blanks with the proper words.

nŏt, k̸nŏt.—*He could not tie a* —— *in the string.*

sŭm, sȯmȼ.—*He found the* —— *of* —— *of the numbers.*

bow, boug̸h.—*He had to* —— *to go under the* —— *of the tree.*

fōrth, fō(r)th.—*He was the* —— *man to go* —— *to war.*

Lesson 92.

USE OF CAPITALS.

Begin with a capital letter every proper name, as *Paul, John Lothrop Motley*, or *New Mexico;* all words derived from proper names, as *Philadelphian, Japanese*, or *Irish;* titles of honor and respect, as *My dear Sir, His Excellency the Governor*, or *The Rev. J. A. Swaney, D. D.;* and all appellations of the Deity, as *God, Creator*, and *Redeemer.*

Lesson 93.

COMMON DUTIES OR ACTS PERFORMED.

fĭx	frȳ	chŏp	blŭsh	slēȩp
ēȧt	hĕm	whĕt	bāthȩ	grīnd
ȼlēȧn	sȧẏ	dōzȩ	swēȩp	quĭlt
sŭp	kēȩp	fēȩd	brŭsh	tōȧst
tĭp	wēȩp	tŭȼk	wēȧvȩ	shāvȩ
rĭp	mĕnd	quĭt	rōȧst	skātȩ
mōẏ	rākȩ	lēȧp	seour	fēȧst
hōȩ	chăt	pēȩp	ȼärvȩ	mĭnçȩ
ȼrȳ	chew	shŭt	märch	pru̇nȩ
prȳ	ȼōmƀ	lŏlƚ	slīçȩ	stămp

Which six of the above words apply to farm-work? Which five to sewing? Which five to cooking? Form sentences including these.

Lesson 94.

WORDS OF THREE SYLLABLES.

Long and short sounds of the vowels.

bā′by ho͝od	dē′i ty	pī′e ty
pā′tri ot	ē′gō tĭst	vī′o lent
răt′i fȳ	bĕn′e fit	hĭs′to ry
văl′en tĭnɸ	ĕl′e ment	mĭn′is ter
ō′di um	fū′ner al	hȳ ē′nȧ
pō′et ry	mū′ti ny	dȳ′nam ītɸ
mŏd′est y	sŭb′se quent	hȳp′o crĭtɸ
pŏs′si blɸ	cŭl′ti vātɸ	mȳs′ti fȳ

Lesson 95.

EXERCISES ON THE ABOVE LESSON.

We *ratify* an agreement when we approve or sanction it; we *mystify* when we perplex or involve one in mystery. A *patriot* is one who loves his country; an *egotist* loves himself, and is often lacking in *modesty*. A *hypocrite* is one who assumes an appearance of *piety*, which should subject him to the *odium* of good men. *History* is a record of the past; *babyhood* is the state of being a baby; and a *hyena* is a wild beast. The mind is *cultivated* by labor, care, and study.

Lesson 96.

SOUNDS OF C.

Soft sound of **c**, marked **ç**.

dīç̸e	çēa̸se	çī′der	ăç′id
twīç̸e	trāçe	çĕn′sus	tăç′it

Hard sound of **c**, marked **c̸**.

tăc̸′tic	vīc̸′tor	c̸ŏp′pėr	c̸ŏm′ic
hĕc̸′tic	nĕc̸′tar	c̸ăn′dle	stŭc̸′co

In these words the unmarked **c** is sounded like *z*.

suf fīce′	diş cērn′	săc̸′ri fīc̸e

In these words the canceled **c** is silent.

c̸zär	vīc̸t′c̸alş	in dīc̸t′ment

Lesson 97.

Sounds of **ie** and **ei** as long **ē**.

sie̊ge̊	fie̊ld	wēi̊r	c̸on çēi̊t′
fie̊nd	yie̊ld	sēi̊ze̊	de çēi̊t′
brie̊f	wie̊ld	wēi̊rd	de çēi̊ve̊′
thie̊f	chie̊f	shie̊ld	re lie̊ve̊′

N. B.—In words of this kind **e** usually follows *c*, and **i** follows *l*.

Lesson 98.

SOUNDS OF X.

The regular sharp sound of **x**, like *ks*, is unmarked.

wăx	ĕx′it	ex pĕnd′	ex pẽrt′
flăx	ĕx′īl	ex pĕet′	sĕx′ton
nĕxt	tĕxt′ūr	ex pīr′	dĕx′ter

Soft sound of **x** like *gz*, marked x̱.

ex̱ ăct′	ex̱ ist′	ex̱ ẽrt′	ex̱ ĕmpt′
ex̱ a̱lt′	ex̱ ŭlt′	ex̱ hôrt′	ex̱ ha̱st′

Exercise.—The *sexton exhorted* the *exile* to make his *exit.* To *exist* is to *be;* to *exult* is to *rejoice;* and to *expire* is to *die.*

Lesson 99.

WORDS PERTAINING TO MOTION OF VARIOUS KINDS.

rŭn	rē′l	dȧnç′	shāk′	strāy′
hŏp	spĭn	wa̱ltz	hē′ve	slīd′
flȳ	mo̱v′	hāst′	trĕa̱d	seāl′
stīr	rōl′	spē′d	trăm̆p	mount
pȧss′	rŏc′k	quĭc′k	märch	flē′t
skĭp	stĕp	swĭft	ere′p	strōl′
lē′ap	rŭsh	whīrl	era̱w′l	bounç′
trŏt	jŭmp	twĭrl	flō′at	prånç′·
flĭt	rō′am	quāk′	ḡlīd′	sprĭng

Lesson 100.

The sound of **s** like *z*, marked **ʒ**.

ẹa″ʒy	tăn′ʒy	nā′ʒal	pre ʒūmẹ′
ch̸ăʒm	mī′ʒer	re ʒŭlt′	deʒ ʒẽrt′
blouʒẹ	rĕʒ′in	plĕa̸ʒ′ant	diʒ ʒŏlvẹ′

In the following words **y** and **i** are *consonants*.

yĕl̸′	yŏn′der	āl′ien	th̸ōth′ier
yärn	yēa̸r′ly	ūn′ion	th̸ōu̸rt′ier
yo̸u̸th	yo̸ō′man	mĭn′ion	brĭl̸′iant

Malice toward none; charity for all.

Lesson 101.

PARTS OF A HOUSE.

ha̤l̸′	dōo̸r	çĕl′lar	çēa̸l′ing
rōōf	pōrch	lĭn′tel	wĭn′dōw̸ʒ
sĭl̸′	stâa̸′rʒ	ğăr′ret	chĭm′no̸y̸ʒ
săsh	rōōmʒ	pär′lor	shŭt′terʒ
cāv̸ẹʒ	frāmẹ′	păn′try	kĭt̸′ch̸en
wa̤ll̸ʒ	gā′blẹ	th̸ŏʒ′et	wā̤ĭn′seot
stĕps	joists	th̸ôr′nĭçẹ	wa̤rd′rōbẹ
spout	ha̸′arths	măn′tẹlʒ	chām′berʒ
flōo̸r	ăt′tic	trăn′sôm	thrĕsh′ōld

Lesson 102.

Verbs in which the final **d** is sounded like *t*.

wa̤lḵe̤d	swi̤tche̤d	gra̤ce̤d	märche̤d
wa̤she̤d	ẏrĕnche̤d	cru̇she̤d	mă̤tche̤d
wa̤rpe̤d	clṳ̆tche̤d	sera̤pe̤d	skĕ̤tche̤d
cûrse̤d	blĕsse̤d	pe̤ake̤d	seôrche̤d

Adjectives in which **ed** is sounded

ā′ged	cra̤b′bed	le̤arn′ed	wi̤ck′ed
blĕss′ed	stŭb′bed	be lov′ed	dŏg′ged
cûrs′ed	pe̤ak′ed	jăg′ged	rŭg′ged

Lesson 103.

SYNONYMS.

English.	Latin.	English.	Latin.
ape̤	ĭm′i tāte̤	bōld	văl′or o̤ŭs
love̤	af fec′tion	lĭft	ĕl′e vāte̤
tāme̤	do mĕs′tic	rouse̤	ăg′i tāte̤
wīld	fe rō′cio̤ŭs	strĕss	ĕm′pha sĭs

My strength is as the strength of ten,
Because my heart is pure.

ADDITIONAL WORDS.

Lesson 104.

Sounds of ç and ȼ.

brāçȼ	de çīdȼ′	ȼā′blȼ	aȼ ȼruȼ′
prĭnçȼ	po lïçȼ′	ăȼt′ĭvȼ	bro ȼādȼ′
thrīçȼ	se çēdȼ′	rĕȼ′tor	ȼon ȼrētȼ′
çĕm′ent	lī′çensȼ	vïȼ′tim	pre ȼlūdȼ′
çĭs′tern	ro măncȼ′	tăȼ′tiȼs	re ȼruṵt′

Lesson 105.

Sounds of ie and ei = ē.

nie̊çȼ	prie̊st	bie̊r	sēi̊z′ūrȼ
fie̊rçȼ	be lie̊f′	tie̊r	per çēi̊vȼ′
pie̊rçȼ	be sie̊gȼ′	shrie̊k	re çēi̊pt′
grie̊vȼ	re prie̊vȼ′	shēi̊k	sēi̊gn′ior
thie̊vȼ	re trie̊vȼ′	sēi̊nȼ	de çēi̊t′fụl

Lesson 106.

Sounds of x and x̱.

bŭx′om	ex çĕl′	ex̱ ūdȼ′	ȼō ex̱ ĭst′
vĭx′ȼn	ex çītȼ′	ex̱ ŏt′iȼ	ex̱ ĕm′plar
wăx′ȼn	ex plāi̊n′	ex̱ ăm′ĭnȼ	ex̱ ĕmp′tion
ĕx′tant	ex tĭn̲ȼt′	ex̱ ēr′tion	ex̱ ĭst′ençȼ
ȼŏx′ȼōmb	ex trēmȼ′	ex̱ hĭb′it	ex̱ haust′ion

ADDITIONAL WORDS.

Lesson 107.

Sounds of ş.

älmş	rāişę	rōş′y	pĕaş′ant
hōşę	chōōşę	păn′şy	vĭş′it
rīşę	prāişę	hŭş′şy	eøŭş′ĭn
wīşę	plēaşę	flĭm′şy	prĭş′øn
elōşę	spāşm	grēaş′y	hŭş′band
paiişę	trādeş	ex eūşę′	prĕş′ençę

Lesson 108.

Y a consonant.

yŏn	yĕlp	Yăn′keę	be yŏnd′
yĕlk	yēarn	yĕs′ter daў	hăl′yard

Lesson 109.

I a consonant.

on′ion	mŭll′ion	bull′ion	pe eūl′iar
bŭn′ion	pĭll′ion	Sāv′ior	be hāv′ior
pĭn′ion	seŭll′ion	pŏn′iard	eo tĭl′ion
mĭll′ion	trŭnn′ion	spăn′iel	re bĕll′ion
bĭll′ion	quĕs′tion	eŏll′ier	eom păn′ion
trĭll′ion	€hrĭs′tian	fŭs′tian	me dăll′ion

Lesson 110.

T and **s** before *io* usually have the sound of *sh*.

nā′tion	ăc′tion	mĕn′tion	pĕn′sion
rā′tion	nō′tion	dĭc′tion	tĕn′sion
stā′tion	ŏp′tion	a̤c′tion	măn′sion

In some words **ci** has the sound of *sh*.

spē′cie	g̈lā′cial	spē′ciēs̤	g̈rā′ci ø ŭs
sō′cial	spĕ′cial	₡ru̇′cial	prĕ′ci ø ŭs

The following words represent other forms of the sound *sh*.

s ø hĭst	nŏx′i ø ŭs	₡ŏn′sci ø ŭs	lŭx′ū ry
ō′cean	na̤u̇′se ø ŭs	fĭs′sūr ø	su̇g̈′ar

Lesson 111.

WORDS PERTAINING TO MUSIC.

â i̊r	sŏng	shärp	trī′o	g̈ăm′ut
lā y̆	tūn ø	₡h ø rd	ăl′to	mū′s i ₡
₡lĕf	tōn ø	voiç ø	dĭt′ty	tĕn′or
flăt	nōt ø	sō′lo	vō′₡al	băl′lad
sĭng	stå f̆f	du ĕt′	strā i̊n	₡h ø ′rus

An inch an hour, a foot a day.

ADDITIONAL WORDS.

Lesson 112.

Sound of ti like sh.

pō′tion	jŭn̲e′tion	o rā′tion
mō′tion	fā¢′tiøŭs	¢re ā′tion
¢ăp′tion	frā¢′tiøŭs	do nā′tion
fā¢′tion	quō′tient	du rā′tion
¢ą̈′tion	sĕn′ti ent	ḡra dā′tion
fī¢′tion	pā′tiençø	mu nĭ′tion

Lesson 113.

Sounds of ş̌i like zh, and si like sh.

ō′ş̌ier	tôr′sion	a¢ çĕs′sion
hō′ş̌ier	çĕs′sion	ad mĭs′sion
brā′ş̌ier	sĕs′sion	de ¢lĕn′sion
fū′ş̌ion	vẽr′sion	¢on ¢ŭs′sion
suā′ş̌ion	trăn′sient	ex prĕs′sion

Lesson 114.

Sound of ci like sh.

lŭs′ciøŭs	Ḡrē′cian	ma lĭ′ciøŭs
spā′ciøŭs	ju dĭ′cial	suf fĭ′cient
ş̌pē′ciøŭs	mu ş̌ĭ′cian	sus pĭ′cion
¢ŏn′ş̌ciençø	ma ǧĭ′cian	te nā′ciøŭs

Lesson 115.

IRREGULAR SOUNDS OF VOWELS.

Unmarked vowels sounded like short ĕ.

a′ny	bur′y	měn′açȩ	păs′saġȩ
said	man′y	môrt′ḡaġȩ	sŏl′açȩ
saȳs	a ḡain′	prĕf′açȩ	răv′aġȩ
saith	a ḡainst′	tĕr′raçȩ	saɯ′saġȩ

Unmarked vowels sounded like short ĭ.

been	lĕt′tuçȩ	pret′ty	breech′eș
buș′y	wom′en	En̲′ḡlish	buș′ĭness

Lesson 116.

VERBS DISTINGUISHED.

In the use of the following words careful discrimination should be observed. Examples should be given by the teacher on all, and the pupil guarded against their abuse.

ḡuĕsș	ex pĕct′	in tĕnd′	pûr′pôsȩ	mis trŭst′
doubt	rĕȼk′ən	be l̥ĭēvȩ′	sus pĕct′	ȼăl′eu lātȩ

Expect has always a reference to the future; hence it is improper to say, "I *expect* the mail has arrived." What should be said is: "I *think* (or *believe*) the mail has arrived." As **guess** means to *conjecture* or *imagine*, and **reckon** to *compute*, it would be equally improper to say, "I *reckon* (or *guess*) the mail has arrived." Neither does **calculate** mean *intend* or *purpose;* hence it is improper to say, "He *calculates* to go on a journey." **Suspect** means to *mistrust*, and is not a synonym for *expect*.

Lesson 117.

SOUNDS OF OUGH AND AUGH

In the following **gh** is sounded like *f*.

läu‸gh	røŭgh	søŭgh	e nøŭgh[f]
ĕôu‸gh	tøŭgh	trôu‸gh	dràu‸ght

In the following **gh** is silent

dōu‸g‸h	bou‸g‸h	ta.u‸g‸ht	sôu‸g‸ht
thōu‸g‸h	plou‸g‸h	ĕa.u‸g‸ht	bôu‸g‸ht
bȯr′ōu‸g‸h	drou‸g‸ht	na.u‸g‸ht	fôu‸g‸ht
thȯr′ōu‸g‸h	dou‸g‸h′ty	fra.u‸g‸ht	nôu‸g‸ht
fûr′lōu‸g‸h	throu‸g‸h	ha.u‸g‸h′ty	thôu‸g‸ht

Lesson 118.

EXPLANATIONS OF THE ABOVE LESSON.

Sough is a sighing sound, as of wind in trees. *Draught* is also spelled drâft, and the latter orthography is more generally used in military and commercial circles. *Slough*, meaning the part that separates from a foul sore, is pronounced slŭf; as a miry place, slou; in the Central states the latter is called slo͞o. *Plough* is now more generally spelled plow. *Drought*, want of rain, has taken the place of *drouth*, and *naught* is now less frequently written *nought*.

Lesson 119.

Words in which **qu** is sounded like *k*, marked qu̸

pïqu̸e	eo qu̸ĕt′ (v.)	eŏn′qu̸er	eo qu̸ĕtṯe′ (n.)
bĭsqu̸e	ero qu̸e̱ṯ′	pĭqu̸′ant	an tïqu̸e′
elïqu̸e	bo̱u̸ qu̸e̱ṯ′	par qu̸e̱ṯ′	tur qu̸oiṣ′
plăqu̸e	lïq′u̸or	ob lïqu̸e′	bur lĕsqu̸e′

Words in which **t** is silent.

fȧsṯ′en	eăs′ṯle	brĭs′ṯle	elṙĭs′ṯen
hās′ṯen	nĕsṯ′le	chās′ṯen	nĕsṯ′ling
lĭsṯ′en	hŭs′ṯle	glĭs′ṯen	chĕsṯ′nut
sŏfṯ′en	grĭs′ṯle	moisṯ′en	a pŏs′ṯle

Lesson 120.

SYNONYMS DISTINGUISHED.

ae çĕpt′, re çē̆ĭvḙ′. — *We* receive *news when it reaches us; we* accept *presents when offered.*

ae eŏm′plish, ef fēet′, ĕx′e eūtḙ, a chĭēvḙ′, perfôrm′. — *We* accomplish *an end; we* effect *a purpose; we* execute *a design; we* perform *a task; and we* achieve *an undertaking of importance.*

a̱w′fu̱l, frīgḫt′fu̱l, drĕad′fu̱l. — *An accident may be* frightful; *the approach of death is* dreadful *to most men; the convulsions of an earthquake are* awful, *because filling us with awe.*

Lesson 121.

Words in which k, g, or n is silent.

⸌knăb	⸌knăc̸k	g̸năt	de sīg̸n′
⸌knew	sīg̸n	g̸nạw	poig̸n′ant
⸌knēc̸l	im pūg̸n′	g̸närl	sŏl′emn̸
⸌knăp′săc̸k	ma līg̸n′	g̸năsh	c̸ŏl′umn̸
⸌knŏw′l′edg̸c̸	fŏr′c̸ign	g̸nōmc̸	c̸on dĕmn̸′

Lesson 122.

Words in which b, l, s, h, or w is silent.

dĕb̸t	hä̤l̸f	⸌hĕrb	w̸rĕc̸k
dŭmb̸	pä̤l̸m	ḡ⸌hōst	w̸rēa̤th
nŭmb̸	sta̤l̸k	r⸌hc̸ṳm	w̸rĕnch
re doub̸t′	īs̸l′and	ḡ⸌hâst′ly	w̸răn̲′ḡlc̸
sŭb̸t′lc̸	vīs̸′count	r⸌hṳ′bärb	w̸rĭn̲k′lc̸

Lesson 123.

Words in which ph is sounded like f.

phrās̸c̸	nymph	dŏl′phin	ĕp′i tăph
phlĕgm	ôr′phan	sŭl′phur	ĕl′e phant
phŏn′ic	sī′phon	săp′phirc̸	phā′e tŏn
phĕa̤s̸′ant	nĕph′ew	phā′lan̲x	de çī′pher
phăn′tas̸m	prŏph′et	păm′phlet	phy s̸ĭ′cian

Lesson 124.

SPECIAL DRILL IN PRONUNCIATION.

One vague inflection fills the soul with doubt;
One trivial letter ruins all left out;
A *knot* can choke a felon into clay;
A *not* will save him, spelt without the *k;*
The smallest word has some unguarded spot,
And danger lurks in *i* without a dot.

The following words are to be especially guarded against—they are pronounced differently, but are often confounded in common speech: năp, nāṕ; ŏf (ŏv), ŏf́; wạnt, wōn't, wōnt; găp, gāṕ; wĭth, wĭth́; cănt, cän't; ănt, ạnt; nĭḱ, nĭch́; news (nūş), nōōś; ēast, yēast; seăth, seāth́; lōth, lōth́; hăv́, hăĺv́; ĭch, ēach; ŏn, ạwn; săt, sōt; Gŏd, gạwd; nŏd, ńạwd; sŏd, sạwd; dŏn, dạwn.

Lesson 125.

Give the short sound to **a** in these words.

bădǵ	măt'in	tăs'sel	păġ'ǵant
străp	lī'lac	săt'īrǵ	năr'rōw
stămp	răp'ĭnǵ	Ăr'ab	al tẽr'natǵ (adj.)
cătch	hăr'ass	băr'rel	ăl'ter nātǵ (v.)

Give the short sound to **e** in these words.

gĕt	tĕn'et	tĕt'ter	trĕb'lǵ
yĕt	tĕp'id	kĕt'tlǵ	dĕc'adǵ
lĕst	fĕt'id	pĕd'ant	whĕth'er
dĕaf	ĕp'och	for gĕt'	wrĕs'tlǵ

Lesson 126.

Short sound of **i**.

rĭd	vĭş′or	tĭ rādȩ′	trĭb′ūnȩ
rĭnsȩ	sĭr′up	fū′tĭlȩ	prō′fĭlȩ
wĭdth	ŏx′ĭdȩ	Ā′prĭl	fĭ nănçȩ′
vĭe′ar	dĭ lātȩ′	dĭ vĕst′	rĕs′pĭtȩ

Short sound of **o** and **u**.

slŏth	prŏç′esȿ	prŏv′ȯst	dŭe′at
dŏn̲′kȩў	prŏḡ′resȿ	frŏnt′ĭer	sŭp′plȩ
pŏl′len	be trŏth′	dŏç′ĭlȩ	pŭp′pet
ḡrŏv′ȩl	prŏd′ūçȩ	jŏe′und	fŭl′sȯmȩ

Lesson 127.

Long sound of **a**.

yȩā	lā′mȧ	ḡrā′tis	sā′li ent
jȩān	dāi′ry	ān′cient	to mā′to
ā′pex	pā′tron	rā′tionş	sa ḡā′ciøŭs
bā′bel	mā′tron	squā′lôr	ra pā′ciøŭs

Long sound of **e**.

rēȩr	sē′nīlȩ	çērȩ′ment	sē′rĭēş
slēȩk	ef fētȩ′	trēȩ′elȩ	fē′brĭlȩ
lē′ver	lēi′şūrȩ	prē′lūdȩ	lē′ġend
eliquȩ	ēi′ther	stēȩl′yard	nēi′ther

Lesson 128.

Long sound of **i.**

shīr	sī′ren	vī′rĭl	¢är′bĭn
tī′ny	ġrīm′y	fī′nīt	quī′nīn

Long sound of **o.**

fōrġ	re vōlt′	ō′zōn	flō′rist
ōn′ly	trō′phy	ĭn′mōst	fōr′ġer

Long sound of **u.**

l‿ū	dū′ty	lū′rid	flū′ent

Lesson 129.

Words properly pronounced in **two** syllables.

lï′en	¢ā‿s′son	ġēn′ius	tĭk′lish
jăv′lin	rŭf′ian	ġr‿ēv′ŭs	jūn′ior
h‿ī′nŭs	fĭl′ial	bĭv′uă¢	brĕth′ren

Words properly pronounced in **three** syllables.

ī dē′å	rĕġ′ū lar	pre vĕnt′ĭv
jō′vi al	vĭ¢′to ry	plā′ġĭa rĭşm
¢ôr′di al	hȳ′ġi ēn	mēl′ıor āt
trĭv′i al	ē′v‿en ing	un lē‿arn′ed
ġē′nı al	¢ăr′ri on	al lē′ġĭanç

GENERAL REVIEW OF SOUNDS.

Lesson 130.

lăȼk	çĕnt	fĭlm	ȼrŏp
băng	dĕɑ̈d	gĭft	ȼŏȼk
hăsh	hĕlp	hĭlt	bŭlb
răpt	tĕst	kĭng	fŭnd
săn̲k	kĕpt	mĭlk	gŭlp
măsh	tĕxt	wĭȼk	tŭft

Lesson 131.

ȼrāpȼ	blēɑ̈k	brīdȼ	brōkȼ
flāmȼ	blēȼd	ȼrīȼd	ȼrōɑ̈k
shāpȼ	trēɑ̈t	whītȼ	shōnȼ
trāi̯n	stēȼd	flīgh̸t	glōɑ̈t
sāi̯nt	snēɑ̈k	spītȼ	sȼōld
tāstȼ	ȼrēɑ̈m	sprīgh̸t	hōɑ̈rd

Lesson 132.

quoit	hȼärt	swa̤rd	bra̤wl
ȼloud	härm	sea̤ld	flăsk
flour	pärsȼ	sȼôrch	grȧnt
mouth	snärl	gȧu̯zȼ	blȧnch
prowl	stärvȼ	ȼla̤u̯sȼ	trȧnçȼ
pounçȼ	läunch	spra̤wl	stȧnch

REVIEW. (*Continued.*)

Lesson 133.

jẽrk	fẽrn	swạsh	roo͡gę
dĭrk	bûrn	g̃rį̄ef	rōōst
bûr	bĭrch	lį̄ēġę	sōōth
whĭr	lẽạrn	frį̄ēzę	stōōp
wẽrę	dûrst	pį̄ēçęd	swōōp
blûr	quĭrk	tį̄ērçę	whōōp

Lesson 134.

ęlĭn̲k	swạ̈th	ęrĭnġę	twĭnġę
plăn̲k	swāthę	drŭdġę	shrŭg̃
shrŭn̲k	shēạthę	frĭnġę	slŭng
sphĭn̲x	thōsę	hĕdġę	sprăng
thăn̲k	thĭrd	plŭnġę	vōg̃o͡gę
quōth	thĕnçę	trŭdġę	strĕngth

Lesson 135.

bŭnch	quĕnch	ęh̡ўmę	hĕnçę
fĕtch	çhāį̄sę	onçę	sēęthę
ęouch	chāsęd	pŭlsę	sçēnę
hătch	chāstę	fōrçę	ęlăn̲k
serēęch	ęŏn̲eh̡	erēạsę	kĕdġę
serătch	ęh̡ўlę	flēęçę	ęătch

REVIEW. (*Continued.*)

Lesson 136.

skĭf	crouch	blĕnd	slāy
serĭpt	seămp	frĭĕnd	sleĭgh
skīrt	skĕtch	freĭght	ġĭst
seout	Seŏtch	trāĭt	jĕst
skŭlk	sĭve	nāy	tīme
seowl	eĭghth	neĭgh	thȳme

Lesson 137.

bāĭze	ġrāze	thȳ	knēe
prāĭse	prĭsm	thīgh	nīgh
blāze	snēeze	quīte	ġnärl
browse	spouse	blīght	crŭmb
frōze	seoûrġe	trīte	quälm
prōse	strāĭght	sīght	knōwn

Lesson 138.

brāĭn	ĕdġe	lēast	serēen
blēach	hĭnġe	quāĭnt	serēam
blŏtch	hĭtch	plāĭd	whēat
clŭtch	hŭnch	lûrch	thŭmb
dēarth	drĕad	sēarch	warmth
clĕanse	dămned	plŭmb	wrôught

REVIEW. (*Continued.*)

Lesson 139.

fĭg′ūrɐ	frĭg′id	dāɹ′ly	trēɐ′ty
ɛlăn̲′gor	fīd′ɡet	ōw′ing	sōl′dier
stȯm′aɛɬ	stĕr′ilɐ	rēɐ′ʂøn	hēɐ′thɐn
vĕs′tĭgɐ	frăɐt′ūrɐ	trī′flɐ	nɐū′tral
hŏs′taɡɐ	fløūr′ish	āɛɬ′ing	trī′umph
dŭn′ɡɐon	bŭs′ʇler	fɐūd′al	fā′cial

Lesson 140.

ăx′lɐ	ɛlēr′ɡy	rāɹ′ʂɹn	shŏp′ping
ēɐ′ʂɐl	stûr′dy	chär′ɡer	joint′ūrɐ
a̤ɯ′thor	nērv′øŭs	jøûr′nal	trăn̲′quil
rē′ɡɹon	hĭth′er	chăp′lɐin	ser′ɡeɐnt
buoy′ant	băp′tiʂm	rōgɯ′ish	lăn̲′ɡuaɡɐ
ɛōg′naɛ	kĭnʂ′fōlk	ɣrēsʇ′ling	prē′çi̤nɛt

Lesson 141.

de fēr′	aɛ çēdɐ′	ɛon çērn′	ex pĕnsɐ′
de mûr′	ex çɐ̄ɐd′	sue çĕsʂ′	ap pɐ̄ɐsɐ′
ex çĕsʂ′	as çĕnd′	pre dĭet′	af flĭet′
ex hūmɐ′	re ʂçĭnd′	di̤ʂ dāɹ′n	aɛ cûrsɐ′
in çīsɐ′	a skăn̲çɐ′	ɛam pāɹɡ′n	as pērsɐ′
ɛon fūsɐ′	ɛon ɛlūdɐ′	ɛŏn′struɐ	ɛro quĕttɐ′

REVIEW. (*Continued.*)

Lesson 142.

jew′el	fū′el	tow′el	vow′el
fĭȼk′lȼ	ȼăv′il	bŭȼk′lȼ	døŭb′lȼ
rŭs′ʇlȼ	fū′ʂil	bŭs′ʇlȼ	tĭn′sel
mŭs′çlȼ	trĕs′ʇlȼ	săn′dal	chăn′çel
jŏs′ʇlȼ	fŏnd′lȼ	serĭb′blȼ	wēa′ʂȼl
mĭs′sal	tŭn′nel	trăm′mel	whĭs′ʇlȼ

Lesson 143.

pur sūȼ′	re trēa′t	o beɣ′	ga zĕtʇȼ′
per tāɣ′n	ȼom plētȼ′	in veɣgɣ′	in trĭgɰȼ′
pur veɣ′	re môrsȼ′	em prĭsȼ′	o pāqɰȼ′
per hăps′	dis ȼōɰrsȼ′	bap tīzȼ′	qua drĭlɣȼ′
pur loin′	re hēarsȼ′	ȼa rēȼn′	gro tĕsqɰȼ′
per chânçȼ′	dis bûrsȼ′	ȼon vēnȼ′	ga zĕlɣȼ′

Lesson 144.

saɰ′çer	sẽr′mon	wēa′k′ness	squĭr′rel
saɰɣ′yer	çẽr′tain	wēȼk′-dāɣ	tôr′tøisȼ
rŭf′flȼ	çĭr′eɰit	tẽrsȼ′ly	sue çĭnet′
røŭgh′ness	sẽrv′ĭlȼ	tur moil′	tab leau′
sĕn′tençȼ	sûr′plus	stū′por	mŏn′strøŭs
çĕn′surȼ	sûr′plĭçȼ	stew′ard	dĭph′thong

REVIEW. (*Continued.*)

Lesson 145.

mē′te or
lā′bor er
ēō′ġen çy
ăd′jec tĭvɇ
ēăt′a lŏgɥɇ
mĭs′chiev ø̆ŭs

pŏl′i tics
pŏl′y ġŏn
fĕs′ti val
mĭr′a clɇ
är′se nal
pär′ti clɇ

bụl′le tin
ạɥ′to grăph
mĕr′can tĭlɇ
ôr′ghes trà
quạn′ti ty
roy′al ty

Lesson 146.

ap prāɥş′al
pro fū′şion
com mō′tion
as pīr′ant
ca thē′dral
in ġēn′iø̆ŭs

a dŏp′tion
as çĕn′sion
con trăc′tion
fụl fĭlɥ′ment
sub stăn′tial
com pŭl′sion

ab sôrb′ent
ac count′ant
un däɥnt′ed
dĭ vĕr′sion
ma çhĭn′ist
re lĭn̲′quish

Lesson 147.

ăp per tāɥn′
as çer tāɥn′
brĭġ a dɥēr′
pẽr se vērɇ′
ĕn ġi nēɇr′
ŏp por tūnɇ′

ăp ro pōs′
ĭm po lītɇ′
çhăn de lɥēr′
ĕt i quĕttɇ′
cŏm′plaɥ şăncɇ
ĕf fer vĕsçɇ′

sŭb ma rĭnɇ′
ĭn ter rŭpt′
ăc quĭ ĕsçɇ′
çĭr cum vŏlvɇ′
ap pre hĕnd′
pĭet ūr ĕsqɥɇ′

Lessons 148 and 149.

MARKS USED IN WRITING AND PRINTING.

— dăsh, *denotes a sudden pause.*

˘ brēv′e, *short sounds of vowels.*

⁀ brāç′e, *connects words or lines.*

~ tĭl′de, *placed over* ñ, *to show that a consonant sound is added.*

. pē′ri od, *a full stop.*

, cŏm′mà, *a short pause.*

¯ mā′cron, *long sounds of vowels.*

☞ ĭn′dex, *that which points out, or invites attention.*

: cō′lon, *pause less than a period.*

∧ cā′ret, *shows an omission.*

- hȳ′phen, *connects syllables or lines; a mark somewhat similar put under* n, *sounded as* ng, *is called a* **bar**, *while in* g *or* x *it is called a* **suspended bar.** *Placed under* e *it gives the sound of* ā, as in *feint* (fānt).

* * * } el lĭp′sis, *marks showing*
. . . } *that something is omitted.*

“ ” quo tā′tion märks, *inclose something quoted.*

¶ păr′a grăph, *used as a reference, or to mark a division.*

* ăs′ter ĭsk, ⎫
§ sĕc′tion, ⎪ These marks are
† dăg′ger, ⎪ used to refer
‡ dȣb′le dăg′ger, ⎪ to passages or notes in the margin, or to foot-notes.
‖ păr′al lels. ⎭

¨ dī ær′e sĭs, *placed over the second of two vowels to show that they are to be pronounced as distinct letters. Also used as a diacritical mark, as* ä *in* arm, *and called* **dots.** *In* ànt *it is called a* **dot.** (See Lessons 20 and 43.)

[ ] brăck′ets, *or* crŏch′ets, *used to inclose an explanation, reference, or note.*

ˆ *or* ~ çĭr′cum flĕx, *used to indicate certain vowel sounds, as* â *in* air. [The ĭ in *bird* is marked by a *circumflex*—sometimes called a *wave.*]

¸ çe dĭl′là, *placed under* ç, *to show that it is sounded like* s.

' a pŏs′tro phe, *denotes the omission of a letter or letters; also the possessive case:* as, *John's.*

; sĕm′i cō lon, *a pause of longer duration than a comma.*

! ĕx cla mā′tion point, *shows surprise or wonder.*

? in tĕr ro gā′tion point, *expresses doubt, or asks a question:* as, *Who knows?*

( ) pa rĕn′the sĭs, *incloses something inserted, by way of explanation, within another sentence. Dashes serve the same end.*

N. B.—In writing, italics are indicated by *one* line drawn underneath the word, small capitals by *two* lines, and capitals by *three.*

PART II.—ORTHOGRAPHY.

In this department will be found some general rules for the spelling of certain classes of words, with illustrations and exceptions. The forming of words into lesson-groups, with a view to their definition, is continued, and other features are added.

Lesson 150.

The letters **f**, **l**, and **s**, at the end of monosyllables, and standing immediately after single vowels, are generally doubled.

ğăf/	chȧf/	wạl/	lȧs/	ğlȧs/
dŏf/	ĕlĭf/	dĕl/	mĕs/	prĕs/
pŭf/	stŭf/	hĭl/	hĭs/	blĭs/
bŭf/	snŭf/	dŏl/	mŏs/	grōs/
eŭf/	stĭf/	lŭl/	fŭs/	trŭs/
lŭf/	seŏf/	fĕl/	kĭs/	drŏs/

Exceptions to the above rule.

ĭf	ăş	ğăs	hĭş	ĕlĕf
ĭş	ŭs	hăş	yĕs	thŭs
ŏf	sŏl	wạş	pŭs	plŭs

The following are the only other common words, ending with other consonants than *f*, *l*, and *s*, which double their finals.

ăbƀ	ŏdđ	ērr	ĭnn	mĭtt
ĕbƀ	ĕğğ	ădđ	fĭzz	bŭzz

Lesson 151.

Words formed by adding a termination beginning with a vowel to monosyllables, or words accented on the last syllable, usually double the final consonant if the primary word ends in a single consonant preceded by a single vowel.

pĕg̃g̊ẹ̊d	săd′dest	in fẽr̊ẹ̊d′
drŏpp̊ẹ̊d	hŏt′test	a bĕt′ted
ẹ̊lĭpp̊ẹ̊d	bă̄g′g̃ag̊ẹ̊	be g̃ĭn′ner

Some exceptions to the above rule.

ç̊ha g̃rĭn̊ẹ̊d′	prĕf′er enç̊ẹ̊	chản′çel lor
dĕf′er enç̊ẹ̊	rĕf′er enç̊ẹ̊	ẹ̊rỹs′tal lĭz̊ẹ̊

Lesson 152.

HOMOPHONOUS WORDS.

Copy the exercises below and fill the blanks.

ā᷈l, *to be sick.*	fā᷈n, *gladly.*
ālẹ̊, *a kind of liquor.*	fānẹ̊, *a temple.*
ā᷈t, *an island.*	fe᷈g̃n, *to pretend.*
ātẹ̊, *did eat.*	pā᷈l, *a bucket.*
e᷈g̃ĥt, *a number.*	pālẹ̊, *whitish; dim.*
bā᷈l, *surety.*	tā᷈l, *an appendage.*
bālẹ̊, *a bundle.*	tālẹ̊, *a story.*
bā᷈t, *an allurement.*	wā᷈l, *to lament.*
bātẹ̊, *to lessen.*	wālẹ̊, *a ridge; a mark.*

mādẹ̊, mā᷈d.—*The* —— *milked the cows and* —— *the butter.*

sālẹ̊, sā᷈l.—*The house is for* ——. *The ships* ——.

Lesson 153.

When the accent of a word ending in a single consonant preceded by a single vowel falls on any other syllable than the last, the final consonant is not doubled upon adding a termination beginning with a vowel.

băr′rel ed	kĭd′năp er	grŏv′el ing
căn′cel ed	jew′el er	chăn′nel ing
căv′il ed	lī′bel er	coun′sel ing
căr′ol ed	mŏd′el er	mär′shal ing
chĭs′el ed	quar′rel er	pĕn′cil ing
ē′qual ed	rĕv′el er	shrĭv′el ing
grăv′el ed	trăv′el er	shŏv′el ing
găm′bol ed	wŏr′ship er	pär′cel ing
lā′bel ed	vĭc′tu al er	trăm′mel ing

Lesson 154.

PARTS OF THE HUMAN BODY.

cỹcs	hĕad	bōnes	loins	joints
jaws	skĭn	knēes	lĭmbs	brāins
lĭps	hâir	hēels	wrĭst	chēeks
rĭbs	fāce	sōles	flĕsh	thīghs
lĕgs	hănd	pālms	bēard	thrōat
tōes	fĭst	nāils	crown	brĕast
cars	chĭn	tēeth	scalp	thŭmbs
nōse	fēet	lŭngs	skŭll	splēen
nĕck	ärms	veins	mouth	tongue

The **spleen** is a spongy gland above the kidney, supposed by the ancients to be the seat of anger and ill-humored melancholy; hence the word also means *anger* or *ill humor.*

Lesson 155.

The plurals of most words are formed by adding *s* to the singular.

lŏfts	drēa̍mz	mī′zerz	rĭv′erz
wōe̍z	skātes	brī′erz	ôr′ganz
cla̍wz	clōve̍z	gi̍′ants	jū′rorz
plēa̍z	plāi̍nz	rī′valz	mȯn′ey̆z

Nouns ending with *ch* (*soft*), *sh*, *x*, *z*, or *s*, add *-es* to form the plural.

fŏx′ez	bĕnch′ez	drĕss′ez	răd′ish ez
ärch′ez	măt͡ch′ez	glăss′ez	bu̍l′rush ez
lĭnx′ez	bl̆ŭsh′ez	crŏss′ez	wĭt′ness ez
ĭnch′ez	skĕt͡ch′ez	pēa̍ch′ez	ĭst͡l′mus ez

Lesson 156.

fāi̍nt, *weak; languid.*	hāi̍l, *frozen rain.*
fe̍i̍nt, *a pretense.*	hāle̍, *strong; healthy.*
fāte̍, *decree; lot.*	lāi̍d, *participle of* lay.
fe̍te̍, *a festival.*	lādе̍, *to load; to dip.*
gāi̍t, *manner of walking.*	lāi̍n, *participle of* lie.
gātе̍, *an entrance.*	lānе̍, *a narrow road.*
grātе̍, *a fire-place.*	bāse̍, *low; mean.*
gre̍āt, *large; grand.*	bāss, *a part in music.*

Lay has for its preterit **laid**, and **lie** has **lay**: as, He told me to **lay** it down, and I *laid* it down; or, He told me to **lie** down, and I *lay* down. The ship **lay** (not *laid*) at anchor. They had **lain** (not *laid*) down on the grass. The book **lay** on the shelf.

Lesson 157.

Nouns ending in *f*, *ff*, and *fe* in most cases form their plurals regularly. Wharf has two plurals: *wharfs*, *wharves*.

pŭf/s	rēf/s	scärfs	be l/éfs′
mŭff/s	gŭlfs	stŭff/s	re bŭff/s′
cŭff/s	wā/fs	prōōfs	mĭs′chief/s

Exceptions to the above rule; as *elf*, elves.

ĕlv/es	sĕlv/es	lōaf/es	shĕlf/es
līf/es	knīf/es	wolf/es	thief/es
wīf/es	cäl/f/es	bēef/es	our sĕlf/es′
lēaf/es	häl/f/es	shēaf/es	yŏur sĕlf/es′

Lesson 158.

WORDS PERTAINING TO COLOR, AND SHADES OF COLOR.

jĕt	ĕb′on	rŭd′dy	pûr′ple
tĭnt	ru′by	săn′dy	săl′lōw
grāy	ĭnk′y	sŏr′rel	dăp′pled
drăb	sā′ble	blū′ish	scär′let
rōan	ŏl′ive	rŭs′set	crĭm′son
fâ/r	ăz′ure	yĕl′lōw	cär′mine
pĭnk	ăm′ber	mŏt′ley	vēr′dant
grēen	blŏnde	gōld′en	swarth′y
brown	taw′ny	au′burn	vī′o lĕt

The deepest *black* is **jet-black.** A **tint** is a slight coloring distinct from the main color; as, red with a blue *tint.* **Gray** was formerly also spelled *grey;* that form is now used only in *greyhound,* from Icelandic *grey,* a dog. **Azure** is pronounced ăzh′ur.

Lesson 159.

In these words the plurals are formed irregularly, and the plurals are to be found in the dictation exercises.

ŏx	*He yoked the* ŏx′en.
măn	*Many* mĕn *of many minds.*
chĭld	*The family had six* chĭl′dren.
gōōsȩ́	*The* gēȩ́sȩ́ *swam in the pond.*
mousȩ́	*The* mīçȩ́ *gnawed the papers.*
lousȩ́	*Old hens often have* līçȩ́.
fo͝ot	*A yard measures three* tēȩ́t.
to͝oth	*An adult has thirty-two* tēȩ́th.
wo͝m′an	*Six* wom′en *sat in the coach.*
pĕn′ny	*Twelve* pĕnçȩ́ *make one shilling.*

Lesson 160.

The following words are used chiefly in the plural.

ōȩ́ts	ăsh′eş	măt′inş	tĭ′dingş
tŏngş	wā′ġeş	bĭt′terş	snŭfȩ́′erş
drĕgş	ăn′nalş	bĕl′lo͞wȿ	trou′şerş
gō͝odş	rĭch′eş	mēȩ́′şlȩ́ş	bĭlȩ́′iardş
mēȩ́nş	ăs′sets	vĕs′perş	sȩ́ĭş′şorş
dŭmps	mŏr′alş	drąw′erş	twēȩ́′zerş
	nĭp′perş	pĭnch′erş	

Webster says the spelling of **pinchers** is much to be preferred to *pincers*. The word **bellows** (bĕl′lus) is both singular and plural. **Vesper,** in its singular form, means pertaining to the evening, or to the service of *vespers;* **matin** pertains to the morning.

Lesson 161.

Most words ending in **o** form their plurals by adding *-es* to the singular. The following words end in *es*.

hē′rōȩs	ear′gōȩs	po tā′tōȩs
ĕch′ōȩs	grŏt′tōȩs	to mā′tōȩs
nē′grōȩs	eăl′i eōȩs	tor nā′dōȩs

When the final *o* is preceded by a consonant, the formation of the plural varies. The following words end in *s*.

hā′lōs	eăn′tōs	so prä′nōs
sō′lōs	lăs′sōs	ŏe tā′vōs
zē′rōs	quar′tōs	dŏm′i nōs
tȳ′rōs	pro vī′sōs	me mĕn′tōs

Lesson 162.

Require the pupil to fill the blanks below correctly.

bēȧch, *a shore; a strand.*	nēȩd, *want; necessity.*
bēȩch, *a kind of tree.*	lēȧf, *part of a plant.*
bēȧt, *to strike; conquer.*	lĭēf, *willingly; gladly.*
bēȩt, *a garden vegetable.*	mēȧn, *base; humble.*
flēȧ, *a small insect.*	mi͡ēn, *manner; bearing.*
flēȩ, *to run away.*	pēȧçȩ, *quietness; calm.*
knēȧd, *to work dough.*	pi͡ēçȩ, *a part; a share.*

pēȩl, pēȧl.—*A —— of bells. An orange ——.*
hērȩ, hēȧr.—*Sit thou —— and —— the speech.*
hēȩl, hēȧl.—*His wound in the —— will ——.*

Lesson 163.

Some words in the singular form are used in both numbers.

dēȩ́r	*Twenty* dēȩ́r *were in the park.*
shēȩ́p	*The* shēȩ́p *were all shorn.*
swīńȩ́	*A* swīńȩ́ *is also called a hog.*

Words ending in *y*, preceded by a consonant, change *y* into *i* and add *es* to form the plural.

bĕr′riȩ́s	coun′tiȩ́s	ā′ġen çiȩ́s
căn′diȩ́s	chĕr′riȩ́s	ḡrō′çer iȩ́s
stō′riȩ́s	pĕn′niȩ́s	rĕm′e diȩ́s

Penny has two plurals: *pennies* denotes the number of coins; *pence*, the amount of pennies in value. An English penny is worth about two cents, or four farthings.

Lesson 164.

PROPERTIES AND RELATIONS OF LIQUIDS.

flōẅ	o͞ozé	dăn̲k	quȧff	flȯȯd
drĭp	skĭm	dămp	frŏth	stēa̲m
shĕd	sōa̲k	rēe̲k	moist	spûrt
fōa̲m	lāvȩ́	hāzȩ́	stēe̲p	squīrt
drŏp	wa̲sh	swĭm	spout	frēe̲zȩ́
ḡŭsh	fūmȩ́	seŭm	dousȩ́	drĕnch

Rivers **flow** to the sea; water **drips** from the eaves; tears and blood are **shed**; the pond **freezes** over; the meadows **reek** with vapor; fountains **gush**; the sea **foams**; blood **spouts** from a vein; and the low grounds are **flooded** by the deluge.

Lesson 165.

When the singular ends in *y* preceded by a vowel, the plural is formed by adding *s*.

ăl′l¢y̆s	văl′l¢y̆s	tûr′k¢y̆s	jŏ¢k′¢y̆s
ăb′b¢y̆s	vŏl′l¢y̆s	mĕd′l¢y̆s	lă¢k′¢y̆s
ĕs′say̆s	fo rāy̆s′	pär′l¢y̆s	vīç¢′roys
ĕn′voys	pu̥l′l¢y̆s	mo̥n̲k′¢y̆s	j¢ûr′n¢y̆s

An **abbey** is a house used for religious purposes. A **medley** is a confused mass, a mixture. An **envoy** is one dispatched on an errand or a mission; a **viceroy** one who rules in the name of the king. A **foray** is a sudden incursion in a border war, and a **parley** is usually a conference between enemies. A **volley** is a flight of shot. **Essay** is pronounced ĕs′sa; **assay,** as sā′.

Lesson 166.

TITLES, AND THEIR ABBREVIATIONS.

Mā′jor,	*Maj.*	€ăp′t¢in,	*Capt.*
Dŏc′tor,	*Dr.*	Mĭs′tres¢,	*Mrs.*
Mĭs′ter,	*Mr.*	Es quīr¢′,	*Esq.*
Bĭsh′op,	*Bp.*	€ol¢′nel (kûr′-),	*Col.*
Dē¢′con,	*Dea.*	Ġĕn′er al,	*Gen.*
€ăsh i̯ēr,′	*Cash.*	Rĕv′er end,	*Rev.*

Reading Exercise.—She sells sea-shells. Gaze on the gay gray brigade. The sea ceaseth and it sufficeth us. A cup of coffee in a copper coffee-cup. Say, should such a shapely sash shabby stitches show? Strange strategic statistics. Shovel soft snow slowly.

Lesson 167.

Derivatives formed from words ending in a double consonant, in adding syllables, commonly retain both consonants.

ĕbb̸ed	ŏdd̸'ly	skĭll'fụl ness
ẽrr̸ed	stĭff'ly	wĭll'fụl ness
bŭzz̸ed	g̃rŭff'ly	blĭss'fụl ness
pŭff̸ed	g̃rōss'ly	g̃lăss'i ness
păss̸ed	fụll'ness	măss'ĭve ly
hĭss̸ed	dŭll'ness	en rōll'ment
stŭff̸ed	drĕss'ing	en g̃rōss'ment
ɔrŏss̸ed	thrall'dŏm	in stall'ment

Lesson 168.

Form sentences from the following words.

mēa̸t, *flesh; food.*
mēe̸t, *to come together.*
mētḙ, *to measure.*
pēe̸r, *an equal.*
pi͡ēr, *solid stone-work.*
rēa̸d, *to peruse.*
rēe̸d, *a hollow plant.*
sēa̸, *a body of water.*
sēḙ, *to behold.*
sēa̸l, *a stamp; animal.*
sēe̸l, *to render blind.*
c̸ēi͡l, *to overlay a room.*
sēa̸s̸, *plural of* sea.
sēe̸s̸, *beholds.*
sēi͡zḙ, *to lay hold of.*
sēa̸r, *to burn; wither.*
sēe̸r, *a prophet.*
c̸ērḙ, *to cover with wax.*

sēa̸m, sēe̸m.—*We sew a* ——. *To* —— *is to appear.*
sēe̸d, c̸ēdḙ.—*We sow* ——. *To* —— *is to give up.*

Lesson 169.

Monosyllables ending with the sound of **k**, in which *c* follows the vowel, usually add the letter *k*. This is also done with the accented syllable of some dissyllables, and sometimes also to avoid the soft sound of *c*. The *k* is now omitted at the end of most words of more than one syllable.

spĕc̸k	frĕc̸k'lė	rŏl'ic̸kc̸d	tŏn'ie
brĭc̸k	thĭc̸k'et	trăf'fic̸kc̸d	tŏp'ie
shŏc̸k	stŏc̸k'ing	frŏl'ic̸kc̸d	cū'bie
plŭc̸k	trĭc̸k'lė	mĭm'ic̸kc̸d	pŭb'lie

Exceptions to the above rules.

tăle	zĭne	băr'rac̸k	hĭll'oc̸k
fise	pĭc'nie	hŭm'moc̸k	hăm'moc̸k

Lesson 170.

DAYS AND MONTHS, AND THEIR ABBREVIATIONS.

Sŭn'day,	*Sun.*	März,	*Mar.*
Mon'dăy,	*Mon.*	Ā'pril,	*Apr.*
Tūc̸s'dăy,	*Tues.*	Ju lȳ',	*Jul.*
Wĕdnc̸s'dăy,	*Wed.*	Aṷ'gust,	*Aug.*
Thûrs'day,	*Thurs.*	Sep tĕm'ber,	*Sept.*
Frī'day,	*Fri.*	Oc̸ tō'ber,	*Oct.*
Săt'ur day,	*Sat.*	No vĕm'ber,	*Nov.*
Jăn'ū a ry,	*Jan.*	De çĕm'ber,	*Dec.*
Fĕb'rụ a ry,	*Feb.*	C̸hrĭst'mas,	*Xmas.*

May and **June** are usually written in full; the seasons, Sprĭng, Sŭm'mer, Aṷ'tumṇ and Wĭn'ter, are also not abbreviated.

Lesson 171.

In derivatives formed from words ending with a silent **e**, the *e* is generally retained when the termination begins with a consonant.

pālȩ′ness	fīnȩ′ness	in çītȩ′ment
hātȩ′fụl	gāmȩ′ster	ma tūrȩ′ly
chāstȩ′ly	flĕḏġȩ′ling	con çīsȩ′ness
mọvȩ′ment	stärvȩ′ling	de fāçȩ′ment

Some exceptions to the above rule.

wĭsḭ′dŏm	jŭḏġ′ment	nûrs′ling
ẏhōl′ly	lŏḏġ′ment	a brīḏġ′ment

Lesson 172.

SYNONYMOUS ADJECTIVES.

nȧs′ty	fĭlth′y	squạl′id	im pūrȩ′
naṇġḫt′y	per vĕrsȩ′	cor rŭpt′	sĭn′fụl
ob seūrȩ′	glo͞om′y	dŭsk′y	shād′ed
oc cŭlt′	hĭd′dȩn	sē′cret	un ḳnōẏn′
pạl′try	lĭt′tlȩ	pĕt′ty	trī′fling
pēȩçȩ′fụl	un mọvȩd′	plăç′id	se rēnȩ′
pēr′fect	hō′ly	blāmȩ′lessȩ	faṇlt′lessȩ
pĭth′y	con çīsȩ′	com păct′	point′ed
pēȩv′ish	frĕt′fụl	chûrl′ish	crŭst′y

Nasty, applied in England also to the weather, is a Scandinavian word; **filthy** is English; **squalid** is Latin; and **impure,** Latin through the French. **Concise** is pronounced kon çiçȩ′.

Lesson 173.

Derivatives formed from words ending in silent **e**, when the termination begins with a vowel, generally omit the *e*.

ūs′aġe	ḡu͟īd′ançe	fōrç′i blḙ
dūr′ançe	plūm′aġe	sāl′a blḙ
flē͡e′çy	ḡr͡ĭe͡v′ançe	mo͝v′a blḙ

Exceptions to the above rule.

dy͡e′ing	tōe′ing	pē͡açe′a blḙ
tĭnġe′ing	hōe′ing	chärġe′a blḙ
sĭnġe′ing	sho͝e′ing	chānġe′a blḙ

Dyeing, the act of coloring, is so spelled to prevent confusion with *dying*, pertaining to death.

Lesson 174.

bȳ, *near at hand.*
by͡, *to purchase.*
climḙ, *region; climate.*
climb͡, *to mount up.*
dīḙ, *to cease to live.*
dy͡e, *to color; to stain.*
īslḙ, *a small island.*
s͡īslḙ, *a narrow passage.*
mīgh͡t, *power; ability.*
mītḙ, *a small particle.*
nīgh͡t, *darkness.*
k͡nīgh͡t, *title of honor.*
sīzḙ, *bulk; extent.*
sīgh͡s, *plural of* sigh.
rȳḙ, *a kind of grain.*
w͡rȳ, *crooked; twisted.*

līḙ, lȳḙ.—*Do not* —— *down.* —— *is used in making soap. A* —— *is a falsehood.*
quīrḙ, choīr.—*A* —— *of paper. The* —— *sang a hymn. How many sheets are in a* ——?

Lesson 175.

Words ending in **-er.**

nī′ter	sā′ber	çĕn′ter	spĕc′ter
fī′ber	ō′cẖer	sŏm′ber	cẖăl′i ber
mē′ter	ŭm′ber	mēg̈′ger	thē′a ter
mī′ter	lŭs′ter	sg̈ĕp′ter	ma ng̈ū′ver

Exceptions to the above.

ā′erg̈	ō′gr̄g̈	lū′erg̈	măs′sa erg̈

Niter is also called *saltpeter*. A **fiber** is a thread-like substance. A **miter** is a bishop's head-dress. **Ocher** is a fine clay, commonly yellow; **umber** is a brown ocher. An **ogre** is a monster in fairy tales, and a **specter** is a ghost. **Lucre** signifies gain, profit.

Lesson 176.

WORDS PERTAINING TO TIME.

ēvg̈	sōōn	ĕv′er	mŏd′ern
āẏg̈	dātg̈	åft′er	nŏv′ĭçg̈
āġg̈	lātg̈	nĕv′er	mŏr′rōẇ
dāẏ	yōrg̈	ēg̈r′ly	rē′çent
now	frĕsh	prī′or	lātg̈′ly
thĕn	yo͝ŭng	to-dāẏ′	a̤l′wāẏs
whĕn	sĭnçg̈	ōld′er	sēg̈′sg̈on
tĭlẏ	whīlg̈	jūn′ior	mō′ment
nōōn	a nŏn′	sēn′ior	fôrt′nīgẖt

Aye, meaning *always*, is pronounced ā; as an affirmative vote, pronounced ī. **Yore** means in long time past.

Lesson 177.

Words ending in **-ise**; in the following *s* is pronounced like *z*.

ad vīz′	ↄom prīz′	çīr′ↄum çīz′
de vīz′	sur prīz′	af frăn′chĭz′
re vīz′	dis gu͡ī͡z′	ↄŏm′pro mīz′
de mīz′	chas tīz′	ↄrĭt′i çīz′
ex çīz′	frăn′chĭz′	dis frăn′chĭz′
ap prīz′	ĕx′er çīz′	en frăn′chĭz′
sur mīz′	ĕx′or çīz′	ĕn′ter prīz′
pre mīz′	ăd ver tīz′	sū per vīz′
de spīz′	ↄăt′e ↄh͡īz′	mĕr′chan dīz′

The above, chiefly verbs, are the principal words in the English language ending in **ise**; in çīz′, to cut in, might be added. **Exercise,** to set in action, is pronounced nearly like **exorcise,** to cast out spirits, although in the latter the *o* is sounded slightly.

Lesson 178.

Fill the blanks below, and form the other words into sentences.

bōw͡l, *a concave vessel.*	mōg͡t, *a ditch; a trench.*
bōl͡Y, *pod of a plant.*	mōtz, *a small particle.*
bōlz, *body of a tree.*	ōg͡r, *a long paddle.*
gr̄ōg͡n, *a moaning sound.*	ō′er, *contraction of* over.
gr̄ōw͡n, *increased.*	ōrz, *unrefined metal.*
hōlz, *a hollow place.*	pōlz, *a rod; a long stick.*
w͡hōlz, *all; entire.*	pōl͡Y, *the head.*

nō, k͡nōw͡.—*Did you* —— *him?* ——, *I did not.*
pōu͡r, pōrz.—*The sweat did* —— *from every* ——.

Lesson 179.

COMMON ABBREVIATIONS.

Ēa̍st,	*E.*	Last month,	*Ult.*
Wĕst,	*W.*	This month,	*Inst.*
Nôrth,	*N.*	Nĕxt month,	*Prox.*
South,	*S.*	Ex ăm′ple,	*Ex.*
Nŭm′ber,	*No.*	Măn′ū scrĭpt,	*MS.*
Ăn′swer,	*Ans.*	Åft′er nōōn,	*P. M.*
Coun′ty,	*Co.*	Gŏv′ern or,	*Gov.*
Fōrē′nōōn,	*A. M.*	Gĕn′tlē men,	*Messrs.*
Vŏl′ūmē,	*Vol.*	Hŏn′or a blē,	*Hon.*
Rā̍il′rōa̍d,	*R. R.*	Pro fĕss′or,	*Prof.*
Pōst′scrĭpt,	*P. S.*	Pōst Of′fĭcē,	*P. O.*
Mount′a̍in,	*Mt.*	Tāk̄ē nō′tĭcē,	*N. B.*

Lesson 180.

Fill the blanks below, and compose other sentences.

mūs̄ē, *to meditate.*	hūē, *color; tint.*
mews̄, *an inclosure.*	hew, *to cut; to chop.*
slūē, *to turn aside.*	Hūgh̄, *a man's name.*
slew, *did slay; killed.*	yew, *an evergreen tree.*
flūē, *passage for smoke.*	ewē, *a female sheep.*
flew, *did fly.*	yo̍u̍, *person spoken to.*

blew, blūē.—*The wind* —— *gently over the dark* —— *sea. The color of the clear sky is* ——.

dūē, dew.—*The note is* ——. *The* —— *is falling.*

Lesson 181.

Words spelled alike, but pronounced differently.

Aụ′gust, *eighth month.*	găl′lant, *brave.*
aụ gŭst′, *grand; awful.*	gạl lănt′, *a beau.*
ĕom′păct, *an agreement.*	ĭm′press, *mark; stamp.*
com păct′, *firm; solid.*	im prĕss′, *to stamp.*
ĕon′sôrt, *a companion.*	mĭn′ute (-it), 60 *seconds.*
con sôrt′, *to associate.*	mĭ nūtę′, *very small.*
ĕon′vict, *a criminal.*	prŏd′ūçę, *that yielded.*
con vĭct′, *to prove guilty.*	pro dūçę′, *to bring forth.*

rebel.—*A —— is one who ——s.* frequent.—*His visits were ——. To —— is to visit often.*

Lesson 182.

The following words, similar to the above, are *nouns* when accented on the first syllable, and *verbs* when accented on the last. Let the pupils place the proper accent and marks upon them in both relations, and define them.

af fix	con test	con sole	pro ject
ac çent	con trast	ex port	pro test
com press	con vert	fer ment	sub ject
con çert	con verse	im port	rec ord
con duct	des ert	in çense	sur vey
con flict	di ġest	ob ject	tor ment

An **affix** is a syllable joined to the end of a word; to **affix** means to join at the end. **Incense** is the odor of spices and gums burned in religious rites; to **incense** is to enrage.

Lesson 183.

The **su** and **si** in these words are sounded like *zh*.

vĭş'ion	dĭ vĭş'ion	ex ¢lū'şion
mĕ¢ş'ūr¢	de çĭş'ion	ex plō'şion
trĕ¢ş'ūr¢	ad he'şion	¢ol lĭş'ion
plĕ¢ş'ūr¢	de lū'şion	¢om pōş'ūr¢
ūş'ū al	in vā'şion	in ¢lōş'ūr¢
ū'şū ry	¢on ¢lū'şion	dis ¢lōş'ūr¢

The books which help you most are those which make you think most. The hardest way of learning is by easy reading; but a great book that comes from a great thinker,—it is a ship of thought, deep freighted with truth and with beauty.

Lesson 184.

Fill the blanks below with the proper words.

dăm, *to stop the flow.*	lăx, *loose.*
dămn, *to condemn.*	lăps, *plural of* lap.
drăm, *a drink of liquor.*	lăps¢, *to fall.*
drăc¢m, 60 *grains.*	răc¢k, *to stretch.*
jăm, *a conserve of fruit.*	ẇrăc¢k, *a sea-plant.*
jămþ, *part of a chimney.*	răp, *to strike.*
lăc¢ks, *wants; needs.*	ẇrăp, *to fold together.*

to, tōō, tẇo.—*He was* —— *late* —— *see the apple cut in* ——. —— *be, or not* —— *be.*

To is pronounced to when emphasized, or standing alone, but tŏo when not emphatic. **Too** and **two** have always the long sound.

Lesson 185.

Words derived from the Greek, having the sound of *i* in the first syllable, are generally spelled with a *y*.

tўp′ie	sўm′pa thy	tўr′an ny
çўn′ie	sўl′la blȩ	sўm′me try
phўş′ies	pўr′a mĭd	hўs tĕr′ie
hўm′nal	sўn′o nўm	çўl′in der
sўr′inġȩ	syn ŏp′sis	mўs′te ry
hȳ′men	dȳ′nas ty	dȳ năm′ie
hȳ′drȧ	hȳ′dro ġen	hȳ′a çĭnth

Typic means of the nature of a *type;* **cynic,** having the qualities of a surly dog; a **hymnal** is a book of hymns; and **physics** is the science of nature.

Lesson 186.

WORDS PERTAINING TO DISEASE, MEDICINES, ETC.

ĭl′	sċärş	sprāı́n	ĭl′nesş	pow′derş
stȳ	pāı́nş	hĕȩalth	môr′bid	ăb′sȩĕsş
wĕn	pĭlĺş	fĕl′on	un wĕl′	plȧs′ter
sōrȩ	wȩȕnd	fē′ver	tȳ′phus	diş ēȩşȩ′
bānȩ	boilş	vī′rus	at tăȩk′	āı́l′ment
ġout	spăşmş	tū′mor	in fĕċt′	ċa tärr′
fĭts	ā′ġūȩ	vĕn′om	pŭst′ūlȩ	hĕȩd′āċhȩ
drŭġ	sälv′ȩ	pal′sy	drŏp′sy	pōȕl′tĭçȩ
ċōld	quăȩk	ŭl′çer	poi′sȩn	tȳ′phoid

Which words in the above are the names of *diseases?* Which indicate *outward applications?* Which refer to *effects of injuries?*

Lesson 187.

Note carefully the spelling of these words.

pûr	gu͡ärd	văs′sal	pōs tĭl′ion
pērt	lŏd͡gᵹ	tăs′sel	dŏl′or ø͡ŭs
v͡iew	mērgᵹ	vīr′gin	sȯv′er ᵹign
surᵹ	swĕa͡t	tûr′gid	ăm a tᵹur′
shoᵹ	tīg͡ht	mȳr′tlᵹ	prŏs′e lȳtᵹ
lewd	truçᵹ	sĕr′aph	sĕp′a rātᵹ
k͡nŏb	gu͡īdᵹ	păl′açᵹ	sē′ere çy
jōw͡l	w͡rŏng	mȯn̲′gĕr	ĕe′sta sy
ēa͡rl	eōrp͡s	sĕn′atᵹ	ŏs′çil lātᵹ
sīgn	tĕmpt	tōw͡′ard	be gĭn′ning

Lesson 188.

bĕl͡l, *a sounding vessel.*	sĕn′sor, *a kind of nerve.*
bĕl͡lᵹ, *a fine lady.*	çĕns′er, *vase for incense.*
brĕa͡d, *a kind of food.*	çĕn′sor, *a harsh critic.*
brĕd, *trained.*	gu͡ĕst, *a visitor.*
çĕl͡l, *a small room.*	gu͡ĕsᵹed, *did guess.*
sĕl͡l, *to dispose of.*	çĕl′lar, *an under-room.*
çĕnt, *a small coin.*	sĕl͡l′er, *one who sells.*
sᵹĕnt, *a perfume.*	rĕst, *to repose.*
sĕnt, *did send.*	w͡rĕst, *to take by force.*
sērf, *a slave.*	sērgᵹ, *a twilled stuff.*
sûrf, *broken waves.*	sûrgᵹ, *a large wave.*

lĕd, lĕa͡d.—*He* —— *him astray.* —— *is a metal.*
rĕd, rĕa͡d.—*He* —— *the book.* —— *is a color.*

Lesson 189.

Words liable to be misspelled.

phās̤e	sā′tyr	çĭr′e͡i̯t	se͡i̯ ăt′ie
rōg̤u̯e	sĭb′yl	e͡ûr′te͡i̯n	ăd′di ble
sa̤u̯çe	e͡ȳ′ing	jĕe͡p′ard	stū′pe fȳ
thra̤l′	vĭg̤′il	môr′tĭse	vĭt′ri fȳ
sōu̯rçe	tĕn′or	fôr′fe͡it	vĭt′re e͡ŭs
slūi̯çe	tăl′on	e͡ŏl′leg̤e	dŏm′i çĭle
wrīthe	răb′id	e͡sa̤l′ter	sū per sēde′
he͡ig̤ht	lī′bel	jøûr′ne͡y	văç′il lāte
plīg̤ht	hū′mor	sûr′fe͡it	făs′çi nāte
plĕdg̤e	mam mä′	g̤ăl′lo͡ws	e͡ŏl on nāde′
hē͡arse	rĕv′el	jĕ͡a̤l′e͡ŭs	be lē͡a′g̤u̯er

Lesson 190.

COMMERCIAL TERMS AND ABBREVIATIONS.

to, or ăt,	*a* or @	hŭn′dred-we͡ig̤ht,	*cwt.*
băr′rel,	*Bbl.*	dĭt′to (the same),	*Do.*
dĕb̤t′or,	*Dr.*	re çē͡i̯ve͡d′,	*rec'd.*
băl′ançe,	*bal.*	pā̤y′ment,	*pay't.*
e͡om′pa ny,	*Co.*	pĕn′ny we͡ig̤ht,	*pwt.*
a mount′,	*amt.*	ĭn′ter est,	*int.*
ae e͡ount′,	*acct.*	dĭs′e͡ount,	*dis.*
e͡ăsh (*or* e͡ol lĕct′)		mĕr′chan dīse,	*mdse.*
ŏn de lĭv′er y,	*C.O.D.*	e͡rĕd′it or,	*Cr.*

Do not wait for extraordinary opportunities for great actions, but make use of common situations.

Lesson 191.

Words which require care in spelling.

vāg̣ɣ̣	ō′dor	chăp′el	săt′el līt̸
gōɣ̣rd	pa pä′	trĭp′l̸	flăġ′e̸o lĕt
sw̸ōrd	ăr′id	hĕĭf′er	wo͝ol′li nes̸
vẽrġ̣e̸	lĭl′y	prĭm′er	sĭb′yl līn̸
pûrġ̣e̸	e̸ŏp′y	nĭe̸k′el	săe′e̸ɬa rīn̸
bɣ̈ild	du ĕt′	pĭġ′e̸on	rĕn′de̸ voɣ̣s
ɣ̸räth	săl′ad	e̸lăm′or	hĕm′or rɬaġ̣e̸
ɣ̸rôth	tĕn′on	wē̸′vĭl	e̸rў̆s′tal līn̸
p̸shaɣ̸	la pĕl′	e̸ro e̸hē̸′	sŏph′o mōr̸e̸
p̸säɣ̣m	e̸ī′der	e̸ŏn′dɣ̈it	săe′ri leġ̣e̸

It is better to know much of a few things than a little of many things.

Lesson 192.

WORDS REFERRING TO SHAPE OR FORM.

bōɣ̸	ärch	thĭe̸k	ō′val	lĕngth
bĕnt	slĭm	e̸rō͝ok	ē′vẹn	sphērẹ̸
lŏng	lŭmp	point	tā′per	brĕạdth
wīde̸	shôrt	bŭlġ̣e̸	e rē̸et′	năr′rōɣ̸
lēạn	stout	round	lĕv′el	e̸ŏn′vex
tạl̈l̈	brø̣ạd	slânt	bŭlk′y	e̸ŏn′e̸āv̸e̸

A ball or sphere is ——. When an object is hollow and curved, we say it is ——; when it is rising or swelling into rounded form, we say it is ——; when shaped like an egg, it is ——.

GENERAL REVIEW OF PART II.

Lesson 193.

Repeat the rule given in Lesson 150.

blĕs𝓼	drĭl𝓵	stạl𝓵	hŭf𝓯
brȧs𝓼	dwĕl𝓵	quĕl𝓵	mĭf𝓯
chĕs𝓼	frĭl𝓵	quĭl𝓵	mŭf𝓯
ḡlŏs𝓼	𝓴nĕl𝓵	sc̆ŭl𝓵	rŭf𝓯
c̆rŏs𝓼	𝓴nŏl𝓵	thrĭl𝓵	mŭs𝓼

Lesson 194.

Repeat the rule given in Lesson 151.

ĭn𝓷′ing	a bŭt′tal	ab hŏr′rençe
𝓴nĭt′ting	ac̆ quĭt′tal	re mĭt′tançe
slĕd′ding	es tŏp′pel	oc̆ c̆ŭr′rençe
spĭn′ning	pro pĕl′ler	ad mĭt′tançe
whĭp′ping	c̆on trōl′ler	re bĕl𝓵′iø̆ŭs

Lesson 195.

Repeat the rule given in Lesson 153.

ĕd′it or	c̆ăn′on īze	hĭn′der ançe
ạ𝓷′di tor	c̆ăn non ādḙ	dĭf′fer ençe
c̆ŭs′tom er	ôr′phan aġe	sŭf′fer ançe
lĭs𝓽′e𝓷 er	mĕs̱′mer ĭs̱m	c̆ŏn′fer ençe
rĕf er ēḙ	c̆ŏm′bat ant	tĕm′per ançe

REVIEW. (*Continued.*)

Lesson 196.

Repeat the rules given in Lesson 155.

ŏs′trich eş	skīr′mish eş	ădz′eş
sănd′wich eş	vär′nish eş	chĭntz′eş
dis pătch′eş	păr′a dŏx eş	€är′€aşş eş
blĕm′ish eş	€ru̇′çi fix eş	măt′treşş eş

Repeat the rules given in Lesson 161.

bŭf′fa lōǿş	măn i fĕs′tōǿş	nŭn′ci ōş
vī rā′gōǿş	dĕs per ā′dōǿş	stĭ lĕt′tōş
vol €ā′nōǿş	se răgl′iōş	pal mĕt′tōş
mos qu̇ī′tōǿş	vīr tu ō′sōş	pōrt fōl′iōş

Lesson 197.

Repeat the rule given in Lesson 165.

joyş	de €oyş′	re lāy⁄ş′	sûr′vey⁄ş
gu̇ȳş	af frāy⁄ş′	de lāy⁄ş′	nōşǿ′gāy⁄ş
drāy⁄ş	dis plāy⁄ş′	al loyş′	hŏl′i dāy⁄ş
bu̇o̤ў̆ş	Sē′poyş	€ŏn′voyş	€ôr′du royş

Repeat the rule given in Lesson 163.

ǿū′lo g⁄ĭeş	çĕm′e tĕr ⁄ieş	de fī′cien ç⁄ieş
pŏl′i ç⁄ieş	sĕm′i na r⁄ieş	a̤u̇x̤ ĭl′ia r⁄ieş
gă̈l′ler ⁄ieş	dis tĭl′er ⁄ieş	ne çĕs′si t⁄ieş
€ăl′um n⁄ieş	hos tĭl′i t⁄ieş	de lĭn̤′quen ç⁄ieş

REVIEW. (*Continued.*)

Lesson 198.

Repeat the rule given in Lesson 167.

kĭss′ing	ŏdd′i ty	as sĕss′a blē
pȧss′ing	drōl′er y	sue çĕss′fụl ly
sc̆ŏff′ing	nŭl′li fȳ	pro fĕss′ed ly
snĭff′ing	c̆lăs′si fȳ	gŭl li bĭl′i ty
dwĕll′ing	dis mĭss′al	er rō′ne ŏŭs
quĕl′ing	trĕs′pass er	c̆on grĕs′sion al
smạll′ness	trans grĕss′or	em bär′rass ment
blŭff′ness	en fē̆ff′ment	dĭs til lā′tion
tĭl′aġē	im prĕss′ment	in stạl lā′tion
ŏff′spring	in thrạll′ment	ĭn stil lā′tion

Lesson 199.

Repeat the rule given in Lesson 169.

trăc̆k	răc̆k′et	c̆h̸a ŏt′ie
chĕc̆k	ẏrĕc̆k′aġē	c̆h̸ŏl′er ie
c̆lĭc̆k	k̸nŭc̆k′lē	ee çĕn′trie
k̸nŏc̆k	c̆ŏl′ic̆k y	em phăt′ie
trŭc̆k	ğär′lic̆k y	ē nig̃ măt′ie
c̆ăc̆k′lē	p̸h̸th̸ĭs′ic̆k y	ĕn er ġĕt′ie
c̆ŏc̆k′lē	hăv′oc̆k ing	ee c̆lē ṣi ăs′tie
chŭc̆k′lē	bĭv′ouăc̆ked	en thū ṣi ăst′ie

Exceptions to the Rule.

răn′sac̆k	bụl′oc̆k	c̆ăs′soc̆k	păd′doc̆k

REVIEW. (*Continued.*)

Lesson 200.

Repeat the rule given in Lesson 171.

ĭm′ag̣e ry	blīthe′sŏme	com plēte′ness
en tīre′ty	a bāte′ment	sō′cia ble ness
se vēre′ly	al lūre′ment	sĕp′a rate ly
ăd′vērse ly	be g̣ūīle′ment	de çī′sĭve ly
a cūte′ness	be rēave′ment	en cŏŭr′ag̣e ment
e lōpe′ment	in dôrse′ment	ag̣ grăn′dīze ment
ef fāçe′ment	chăs′tise ment	ad vēr′tĭse ment

Exceptions to the Rule.

dū′ly trṵ′ly ĭn flam mā′tion ac ḳnŏw′l′edg̣ ment

Lesson 201.

Repeat the rule given in Lesson 173.

e rās′ūre	de sīr′ŏŭs	ag̣ g̣r̥ēv′ançe
ex pōs′ūre	es pous′al	ad vī′so ry
dĕf′i nīte	ex trēm′ist	ĭn′sti g̣ā tor
com pŏs′ite	be l̥ēv′ing	tĕl e scŏp′ic
de çēĭv′ing	co ēr′cion	çĭv′il īz ing
en g̣ās′ing	com mēr′cial	sŭb′si dīz ing
in crēas′ing	con nīv′ançe	sym′pa thīz ing

Exceptions to the Rule.

out rā′g̣ĕŏŭs sērv′içe a ble ăd van tā′g̣ĕŏŭs

REVIEW. (Continued.)

Words illustrating the foregoing rules.

Lesson 202.

tĭf‸	bär′‸ẹ̊d	brăḡ′ḡart	prŏs′per o‸ŭs
råf‸	bĕḡ′ḡẹ̊d	drŭḡ′ḡist	răn̲′cor o‸ŭs
ḡa̲l‸	bĭt′‸ẹ̊n	ex çĕl′ling	scăn′dal īzẹ̊
skĭl‸	bĭd′ḍẹ̊n	de tĕr′ring	cŏn′su latẹ̊
scrōl‸	ĭn′ner	for bĭd′ding	ĭn′ferençẹ̊
trĭl‸	sĭn′ner	fĕr′ret ing	măḡ′net işm
ḡrĭl‸	jŏb′ber	ḡăm′bol ing	văp′or īzẹ̊
crĕss	shŭt′ter	cŏl′lar ing	sĭḡ′nal īzẹ̊
flŏss	slĭp′per	rēạ′şøn ing	pēr′søn aḡẹ̊
ḡnẹ̊iss	drŭm′mer	ĕn′ter ing	păt′ron aḡẹ̊

Lesson 203.

bŏss′eş	săl′vōş	frāy‸ş	răi̯l′ler i‸eş
clàss′eş	frĕs′cōş	stāy‸ş	r‸ăp′so di‸eş
bēẹ̊ch′eş	măn̲′gōş	căr′boyş	prŏph′e çi‸eş
brēạ̊ch′eş	mŏt′tōẹ̊ş	bĕl′fri‸eş	shrŭb′ber i‸eş
‸rĕtch′eş	căm′e ōş	bẹ̊ạ̊ū′ti‸eş	trĕạ̊ş′ūr i‸eş
păr′ish eş	stū′di ø‸ŭs	chăr′i ti‸eş	ĭn′dus tri‸eş
fl‸ŭr′ish eş	pōr′ti cōẹ̊ş	co quĕt′ri‸eş	jĕạ̊l′ø‸ŭs i‸eş
ĭn′dex eş	ĕm′bry ōş	dī′a ri‸eş	făl′la çi‸eş
vôr′tex eş	al bī′nōş	dȳ′nas ti‸eş	făn′ta si‸eş
tō′paz eş	ca sï′nōş	lŭx′ū ri‸eş	fă‹e′ul ti‸eş

REVIEW. (Continued.)

Words illustrating the foregoing rules.

Lesson 204.

snŭf′fl¢	ad dĭ′tion	¢răc¢k′l¢
smĕl′ing	re mĭs′sion	bĕ¢k′ən
prĕss′ūr¢	pro grĕss′ĭv¢	bŭ¢k′ler
re bŭff′ing	pos sĕs′ĭv¢	quĭ¢k′¢n
ap pal′ing	fal lā′ciŭs	brăc¢k′ish
ad drĕss′ing	dog măt′ie	e lăs′tie
chĭl′i ness	¢os mĕt′ie	el lĭp′tie
mŏss′i ness	gī găn′tie	¢e stăt′ie
mas′sĭv¢ ness	in trĭn′sie	au thĕn′tie
glŏss′i ness	bar băr′ie	pro phĕt′ie

Lesson 205.

ob tūs¢′ness	lēi′sur¢ ly	dŏm′i çĭl¢
ob sc ūr¢′ness	sĕns¢′less ly	fals′i ty
ab strus¢′ness	shām¢′ful ly	vēr′si fȳ
noi′sŏm¢ ness	lĭk¢′li hood	vĕnt′ūr øŭs
¢ârc′less ness	im prov¢′ment	vīrt′ū øŭs
lŏv¢′li ness	ob sẽrv′anç¢	in quīr′y
ăc′eu rat¢ ly	pur sū′anç¢	ef fū′sĭv¢
ăd′e quāt¢ ly	¢om păr′a tĭv¢	trans lāt′or
ŏb′sti nat¢ ly	¢om păr′i son	blas phēm′ing
of fĕn′sĭv¢ ly	¢ŏm pe tĭ′tion	sup pōs′a bl¢

Part III.—Etymology.

In this department will be found an explanation of many of the prefixes and suffixes employed in word-building, interspersed, as in the previous lessons, with language-lessons of various kinds.

Lesson 206.

PRIMITIVE AND DERIVATIVE WORDS.

Primitive words are those which are not derived from any other word in the language. The following are primitive words of the Anglo-Saxon or Middle English period (A. D. 1200–1500).

åsk	rŏt	dōtɇ	bākɇ	ɇlŏth
ɇōō	wōō	fōl̸k	rēa̸p	hɇärth
mĭx	kĭn	lĭsp	sŏŏt	shrewd
nĭp	ōw̸n	päth	drēa̸m	frīgh̸t
gŭm	rĭd	spĭt	frēa̸k	thrĕa̸d

Derivative words formed from the above.

åskɇd	sŏŏt′y	dō′taġɇ	drēa̸m′lesṡ
wōōɇd	gŭm′my	ɇlōth′ing	frēa̸k′ish
mĭxɇd	kĭn′ship	rĭd′dançɇ	shrewd′nesṡ
nĭppɇd	ōw̸n′er	fōl̸k′-lōrɇ	thrĕa̸d′bârɇ
bākɇd	rŏt′tɇn	päth′wāy̸	frīgh̸t′fụl

In a language like ours, where so many words are derived from other languages, there are few modes of instruction more profitable than that of accustoming young people to seek for the etymology or primary meaning of the words they use.

Lesson 207.

Compound words are formed by uniting two simple words.

out′set	lănd′lôrd	dōōmṣ′dāy	kēy′-stōnɕ
hĕɑd′lŏng	chär′-eōɑl	nīgḥt′faḷl	dȳɕ′-stŭff
ōɑt′mēɑl	mēɑn′tīmɕ	hāɣl′stōnɕ	wĕll′-mĕɑnt
nōōn′dāy	tōōth′-āɕḥɕ	quĭɕk′săndwaṭch′-wŏrd	

wạ′ter-faḷl	lĕt′ter-bŏx	pōst′al-eärd
pow′der-flăsk	thŭn′der-bōlt	mŭsk′-mĕl on
eŏp′y-bo͝ok	hănḍ′ker chĭɕf	eămp′-mēɕt ing
hŏn′ɕў-eōmḥ	seḥōōl′-mâs ter	spĕll′ing-bo͝ok

Lesson 208.

bĭn, *a box for grain.*
been, *past particip. of* be.
çĭt, *a citizen.*
sĭt, *to rest on a seat.*
g̃ĭlt, *overlaid with gold.*
gṷĭlt, *crime; offense.*
hĭm, *objective case of* he.
hў̃mɲ́, *a sacred song.*
kĭlĺ, *to put to death.*
kĭlɲ́, *an oven for drying.*
lĭmḥ, *a branch; member.*
lĭmɲ́, *to draw or paint.*
mĭst, *fog; fine rain.*
mĭssɕd, *past par. of* miss.
nĭt, *egg of an insect.*
ḳnĭt, *to unite closely.*

ĭn, ĭnɲ́. — *He lodged at night* —— *the public* ——.
rĭng, ẏrĭng. — *We* —— *a bell, but we* —— *clothes to force out water. A* —— *is a circle.*

Set, sit.—We say the sun has **set**, but human beings **sit.** A hen does not **set**—she **sits**; but we **set** a hen when we cause **her to sit upon eggs.**

Lesson 209.

SUFFIXES.

A **suffix** is a letter or syllable added to the end of a word. In the following words **-er** and **-or** are suffixes, and signify *one who;* as **caller,** *one who* calls. In some words the suffixes **-ar** and **-ant** have the same meaning, as given below. From the words in the last column require the pupil to form words similar to those in the first three columns.

dĭg′ger	ăct′or	lī′ar	drīvė
cal′er	sā′lor	bĕg′gar	ĕd′it
wŏrk′er	ere ā′tor	sĕrv′ant	as sĭst′

The suffix **-er** also indicates the comparative degree of adjectives, and **-est** the superlative. Let the pupil compare in the same way the words in the last column.

strāngė	strān′ger	strān′gest	grāvė
blăck	blăck′er	blăck′est	falsė
chēap	chēap′er	chēap′est	seârçė

Lesson 210.

TRADES AND OCCUPATIONS ENDING IN -ER.

pāv′er	drōv′er	plănt′er	gär′dėn er
bāk′er	coop′er	pāint′er	car′pen ter
pōr′ter	băn̲k′er	print′er	plâs′ter er
grō′çer	färm′er	bu̲tch′er	en grāv′er
cärt′er	wēav′er	tēach′er	făr′ri er

Paver is also written pāv′ier and pāv′ior. A **porter** is a door-keeper; also a carrier. **Porter** is also a malt liquor.

Lesson 211.

Adjectives ending in **y** generally form the comparatives and superlatives by changing the *y* into *i*, and adding *-er* and *-est*. Write the comparatives of the words in the last column.

hō′ly	hō′li er	hō′li est	mĕr′ry
ŭg̃′ly	ŭg̃′li er	ŭg̃′li est	c̊ǫmp̊′ly
sĭl′ly	sĭl′li er	sĭl′li est	rĕa̤d′y

Words of more than two syllables are compared by prefixing **more** and **most.** Compare the words below, and fill blanks.

tĕr′ri blp̊	ĕx′çel lent	wȯn′der fụl
bp̊a̤ū′ti fụl	g̃lō′ri o̸ŭs	ta̤lk′a tĭvp̊

A circle is —— beautiful than a square. She was the —— excellent scholar of the two. He was the —— talkative boy in school.

Lesson 212.

ma̤ll, *a wooden hammer.*	a̤u′g̃er, *tool for boring.*
ma̤ul, *to beat and bruise.*	a̤u′g̃ur, *to foretell.*
ha̤ll, *a large room.*	a̤l′tar, *place for sacrifice.*
ha̤ul, *to pull or draw.*	a̤l′ter, *to change; to vary.*
a̤ught, *any thing.*	quarts, *plural of* quart.
ôught, *should; is fit.*	qua̤rtz, *a mineral; silex.*

a̤il, a̤wl. —— *shoemakers use an* ——.

ba̤il, ba̤wl.—*The earth is a* ——. *To* —— *is to cry aloud. A dancing-party is called a* ——.

Lesson 213.

The suffixes **-er** and **-or** denote the doer, and **-ee** the receiver.

pā'er	pā ē	lĕg a tôr'	lĕg a tē
dō'nor	do nē	as sĭgn ôr'	as sĭgn ē
lĕs'sor	lĕs sē	prŏm'is ôr	prŏm is ē
drawer	drawee	nŏm'i nôr	nŏm i nē
grănt'or	grănt ē	gŭăr'an tôr	gŭăr an tē

The **drawer** of an order or bill of exchange is the one who makes or draws it; the **drawee** the one on whom it is drawn. The **lessor** is the one who gives a lease; the **lessee** the one to whom it is given. The **legator** is one who bequeaths a legacy; the **legatee** receives it. **Conferree** is spelled with two **r's.**

Lesson 214.

NAMES OF VARIOUS KINDS OF TOOLS.

ăx	fīle	knīfe	hăm'mer	măl'let
hōe	rasp	lāthe	shov'el	trow'el
bĭt	spāde	brŭsh	chĭs'el	pĭck'ăx
saw	plāne	shēars	sĭck'le	crōw'-bär
ădz	flāil	slĕdge	grāv'er	răm'mer
pĭck	wĕdge	squâre	măt'tock	clēav'er
rāke	gouge	gĭm'let	fôr'çeps	hatch'et

The seven principal hand-tools of civilized man are said to be the **ax, saw, plane, hammer, square, chisel,** and **file.**

> Ye who long for work of nobler mold,
> Oh, learn how common things may aid;
> Whoever digs for diamonds or gold
> Must needs use first—an iron spade.

Lesson 215.

The suffix **-en** means *to make;* as **harden,** *to make* hard.

härd′ȩn	shärp′ȩn	swēȩt′ȩn	whĭt′ȩn
sĭȼk′ȩn	brīgȟt′ȩn	blăȼk′ȩn	slăȼk′ȩn
dĕȩd′ȩn	shôrt′ȩn	chēȩp′ȩn	lo͝os′ȩn

The suffix **-en** also means *made of;* as **wooden,** *made of* wood.

wo͝od′ȩn	lĕȩd′ȩn	ēȩrth′ȩn	hĕmp′ȩn
wo͝ol′en	ăsh′ȩn	bĭrch′ȩn	ōȩt′ȩn
bēȩch′ȩn	ōȩk′ȩn	sĭlk′ȩn	whēȩt′ȩn

We **deaden** the motion of a ship, and the speed **slackens.** **Loosen** and **unloosen** mean the same; the latter is unnecessary.

Lesson 216.

âĭr, *the atmosphere.*
ê′ȩr, *contraction of* ever.
êrȩ, *before; sooner than.*
ȟêĭr, *one who inherits.*
bârȩ, *naked; empty.*
bȩâr, *animal; to carry.*
fâĭr, *clear; handsome.*
fârȩ, *to travel; food.*
ḡlâĭr, *white of an egg.*
ḡlârȩ, *dazzling light.*
hârȩ, *an animal.*
hâĭr, *of the head.*
wȩâr, *to consume by use.*
wârȩ, *goods; mdse.*
stâĭr, *a step of a series.*
stârȩ, *to look earnestly.*
târȩ, *an allowance.*
tȩâr, *to rend; lacerate.*
thêĭr, *belonging to them.*
thêrȩ, *in that place.*

pârȩ, pȩâr, pâĭr.—*He wanted to —— the luscious Seckel —— for the newly married ——.*

Lesson 217.

The suffix **-less** means *without*, as **hopeless,** *without* hope; **-ful** signifies *full of*, as **fearful,** *full of* fear; **-ly** means *like*, as **friendly,** *like* a friend; and **-ness,** *state* or *condition*, as **greenness,** *state* of being green. Define the words below as shown above.

trăc'less	skĭl'ful	măn'ly	sŏft'ness
hōmc'less	grāçc'ful	prĭnçc'ly	swēet'ness
housc'less	spītc'ful	prĭest'ly	brīght'ness

The suffix **-ly** is also a termination of adverbs signifying *manner*, and **-some** in certain adjectives indicates *a considerable degree.* The suffix **-y** denotes possession, as *mighty*, possessing might.

quĭc'ly	glăd'sŏmc	nēed'y	hōmc'ward
brĭsk'ly	wĭn'sŏmc	rŏc'k'y	sēa'ward
elĕan'ly	whōlc'sŏmc	hcärt'y	out'ward

Lesson 218.

Fill out the blanks below from the synonyms in this lesson.

pāin	dis trĕss'	ăn'guish	tôrt'ūrc
pärt	pōr'tion	frăc'tion	sĕc'tion
pāy	re ward'	wā'gĕs	stī'pend
gāin	mŏn'cy	rĭch'es	măm'mon
zēal	är'dor	fĕr'vor	fēel'ing
zĕst	rĕl'ish	flā'vor	sā'vor

We should be careful to —— our debts. She received a —— of merit. The workmen earned their ——. The minister labored for a settled ——.

Lesson 219.

The suffix **-ment** denotes condition, state, or act. It is a termination of nouns, formed often from verbs.

re tīr′ment	är′gu ment	ac quīr′ment
a bās′ment	con fīn′ment	ar rānġ′ment
re frĕsh′ment	com mĕnç′ment	ap point′ment

The suffix **-ance** means *state of being*, or *act of*.

de fī′anç	as sĭst′anç	for bear′anç
al lī′anç	an noy′anç	re mŏn′stranç
con trīv′anç	at tĕnd′anç	ac quāint′anç

Though Conversation, in its better part
May be esteemed a gift, and not an art;
Yet much depends, as in the tiller's toil,
On culture, and the sowing of the soil.

Lesson 220.

WORDS PERTAINING TO STREAMS AND BODIES OF WATER.

bär	pŏnd	shōal	strāit	răp′ids
bāy	pōōl	brŏŏk	strēam	dĕl′ūġ
rŭn	lāk	swamp	branch	cŭr′rent
gŭlf	wāv	sound	rĭv′er	chăn′nel
cōv	rĭll	băn̲ks	ĭn′let	cas cād′
fōrd	tīd	shōr	bay′ou	shăl′lōws

The **stream** was not an **inlet** from the **ocean**, nor a **bayou** from the **lake**, but a running **brook**. The **Banks** of Newfoundland are **shoals** or **shallows** in the **sea**, and are covered with water. The **current** in the **channel** is generally rapid. A *mere* is a **lake.**

Lesson 221.

The suffixes **-et, -let, -ling, -ule,** and **-ette** mean *little.*

īṣ′let	gŏṣ′ling	ç̌ĕl′lūl ̸	ç̌ĭḡ a rĕt ̸t ̸e′
ēa ̸′glet	dŭ ̸k′ling	glŏb′ūl ̸	stăt ŭ ĕt ̸t ̸e′
çīr′ ̸elet	lôrd′ling	sphĕr′ūl ̸	nŏv el ĕt ̸t ̸e′

The suffixes **-dom, -hood, -ship,** and **-age** mean *state of being.*

frē ̸e′dom	boy′ho͝od	lôrd′ship	bŏnd′a ̸g ̸e
kĭng′dom	gīrl′ho͝od	härd′ship	pē ̸e′r ̸a ̸g ̸e
ē ̸a ̸rl′dom	măn′hood	̸elērk′ship	̸coin′a ̸g ̸e

The suffix **-ish** means *like, of,* or *pertaining to,* and quality in a small degree; **-ess** indicates the feminine gender of some nouns.

th ̸ē ̸v′ish	Dān′ish	swē ̸e ̸t′ish	ḡŏd′des ̸s
̸clown′ish	Rōm′ish	rĕd′dish	ĕm′pres ̸s
f ̸ē ̸nd′ish	Sc ̸ŏt′tish	ḡrāy′ish	ă ̸c ̸t′res ̸s

Lesson 222.

wā ̸i ̸t, *to stay; to rest.*	plā ̸i ̸n, *without ornament.*
we ̸i ̸gh ̸t, *heaviness; load.*	plānḁ, *level; flat; even.*
ḡā ̸g ̸e, *a pledge or pawn.*	plā ̸i ̸t, *a fold; a braid.*
ḡā ̸j ̸g ̸e, *to measure.*	plāt ̸e, *flattened metal.*
wā ̸y, *course; direction.*	nāv ̸e, *body of a church.*
we ̸i ̸g ̸h, *to take the weight.*	̸knāv ̸e, *a rogue; villain.*

rā ̸i ̸n, re ̸i ̸n, re ̸i ̸g ̸n.—*The —— fell in torrents. He broke the —— of his bridle. Queen Victoria's —— has extended over fifty years.*

Lesson 223.

The suffixes **-able** and **-ible** mean *able to be*, or *fit to be.*

¢ūr′a blȼ	ăd′mi ra blȼ	dĭ vĭş′ i blȼ
loş′a blȼ	mĕm′o ra blȼ	re dū′çi blȼ
nām′a blȼ	tŏl′er a blȼ	dĭ ġĕst′i blȼ

The suffix **-ion** means *the act of*, or *state of being.*

¢on nĕ¢′tion	¢on vŭl′sion	ĕd ū ¢ā′tion
in vĕn′tion	¢on fū′şion	prŏs e ¢ū′tion
in strŭ¢′tion	dif fū′şion	ĕs ti mā′tion

Education is from Latin *e*, out, and *ducere*, to lead; hence to **educate** is to lead or draw out, and the process implies more the training of the mind than the communication of knowledge.

Lesson 224.

WORDS PERTAINING TO THE AIR.

¢ä̤lm	whĭff	brē¢ze	tor nā′do
ğŭst	blȧst	zĕph′yr	trādȼ′-wĭnd
ġālȼ	stôrm	çȳ′¢lōnȼ	whīrl′wĭnd
wĭnd	squa̤ll	tĕm′pest	hŭr′ri ¢ānȼ
blōw	brĕa̤th	blĭz′zard	ăt′mos phērȼ

Fair laughs the morn, and soft the —— blows.

A **gale** is a wind between a stiff **breeze** and a **tempest.** A **zephyr** is the west wind, but is applied to any soft, mild, gentle breeze. A **gust** is a fierce **blast**; a **blizzard** a sudden, violent *snow-storm*; and a **cyclone** a powerful **whirlwind.**

Lesson 225.

The suffix **-ous** means *full of*, or *given to;* as **furious,** *full of* fury: **-ive** means *able to*, or *having power to:* **-ic** means *of*, or *pertaining to*, or *tending to;* as **tyrannic,** *pertaining to* a tyrant.

fū′ri ø͟ŭs	pro tĕc͟t′ĭvɇ	des pŏt′ĭc
vĕn′om ø͟ŭs	sug̃ ġĕst′ĭvɇ	dra măt′ĭc
poi′ṣøn ø͟ŭs	op prĕsṣ′ĭvɇ	he rō′ĭc

The suffixes of the words in the first and third columns mean *pertaining to*, and their meaning may be found by prefixing *pertaining to* to the words of the second and fourth columns; as **maniac,** *pertaining to* madness.

mā′ni ăc	măd′nesṣ	lĭt′er a ry	lĕt′terṣ
mū′ṣĭc al	mū′ṣĭc	ĭn′fan tīlɇ	ĭn′fant
fĕm′i nĭnɇ	fē′mālɇ	pĭs′ca to ry	fĭsh′eṣ
pŏp′ū lar	pēø′plɇ	hў me nē′an	măr′riɑġɇ

Lesson 226.

SYNONYMS.

fēɑt	ĕx′ploit	ăct	a chĭēvɇ′ment
fīgḥt	băt′tlɇ	frāy	en gāġɇ′ment
fɇūd	quar′rel	broil	con tĕn′tion
flăt	văp′id	stālɇ	in sĭp′id
foil	băf′flɇ	baĺk	dĭs ap point′
fo͞od	dī′et	fârɇ	ăl′i ment
frăn̲k	ō′pɇn	frēɇ	ŭn re ṣērvɇd′

A **feat** is a deed well done; an **exploit** is a heroic act; an **act** is simply a *deed;* and an **achievement** a great or heroic deed.

Lesson 227.

The terminations of the following words comprise nearly all the suffixes signifying *one who*, or *one skilled in*, and may be defined as in **artist,** *one skilled in art;* or **trustee,** *one to whom a trust is given.* Note also the pronunciation of **financier.**

ärt′ist	ẹăp′tĭvẹ	fā′vor ĭtẹ
trus tēẹ′	slŭg′gard	fĭn an çiēr′
ẹrĭt′ic	plā̆nt′ifẏ	lăp′i da ry
la̤w′yer	ẹon sīgn′or	his tō′ri an
stū′dent	çĭt′i zen	bĕn e fă€′tor
vā′grant	ăd′vo ẹātẹ	bī ŏg′ra pher
tēa̤m′ster	bŏt′a nĭst	chăr i ot ēẹr′

Lesson 228.

Fill the blanks below, and form new sentences.

ûrn, *a vessel; a vase.*	suïtẹ, *a retinue; series.*
ẽa̤rn, *to gain by labor.*	vānẹ, *a weather-cock.*
vālẹ, *a valley; a dell.*	vā̆n, *empty; showy.*
veĭl, *cover for the face.*	veĭn, *a blood-vessel.*
ẹast, *to throw; to hurl.*	ī′dlẹ, *useless; lazy.*
ẹastẹ, *a class of society.*	ī′dol, *image of a god.*
stīlẹ, *steps over a fence.*	ī′dyl, *a pastoral poem.*
stўlẹ, *choice of words.*	kēy, *that which unlocks.*
swèẹt, *agreeable taste.*	quay (kē), *a wharf.*

rītẹ, ẏrītẹ, rīg̈ht, ẏrīg̈ht.—*The ship* ——, *although unable to read or* ——, *performed the* —— *gracefully, and it was thought quite* ——.

Lesson 229.

WORDS DERIVED FROM THE LATIN.

ălp	ḡa̤ud	păct	dĕnsḙ	spīkḙ
dăb	ḡlŭt	stŏp	dīg̱ht	străp
cŭp	jĭlt	tăct	dīrġḙ	ăx′is
pēa̤	lĕnṣ	ûrġḙ	frŏnd	dī′al
cōōp	lĭnt	vōtḙ	blăn̲k	o mĭt′
cûrt	mĭl⁄	crĭsp	pro̤vḙ	pī′cà
dīrḙ	mōlt	clăngˉ	shīrk	vē′to
dŭct	nōdḙ	crēḙd	sŏlvḙ	strĭct
făct	nūdḙ	crātḙ	spĕnd	chēḙṣḙ

A **frond** is a leafy branch. **Spike** is from *spica*, an ear of corn, and means a *sharp point*, a *large nail*, or an *ear of corn*. A **node** is literally a *knot*, a term used in astronomy and other sciences.

Lesson 230.

Require the pupil to ascertain from what root-words in Lesson 229 the following words have been derived.

ḡa̤ud′y	nū′di ty	o mĭs′sion
ăl′pĭnḙ	dĕn′si ty	pro bā′tion
dăb′bler	ûr′ġen cy	cōōp′er aġḙ
dŭc′tĭlḙ	nŏd′ū lar	ḡlŭt′tŏn ŏŭs
spīkḙ′let	tăct′ū al	strĭn′ġent ly
crĭsp′nesṣ	crĕd′i blḙ	spĕnd′thrĭft

According to Lesson 221, what does **spikelet** mean? From Lesson 217, what meaning would you attach to **crispness** and **stringently?** From Lesson 209, what does **dabbler** mean?

Lesson 231.

PREFIXES.

A **prefix** is a letter, syllable, or word set before a word, or combined or united with it at its beginning, to vary its signification. The prefix **in-** signifies *not*, and takes the form of **ig-**, **il-**, **im-**, and **ir-** before certain consonants, as given below.

in ăct′ĭvġ	ig nō′blġ	ĭm′po tent
ĭn cor rĕct′	il lē′gal	im prŏp′er
ĭn com plētġ′	im môr′tal	ir rĕg′ū lar

The prefix **in-** also means *within;* and the prefixes **un-** and **non-** mean *not.* As a verbal prefix **un-** expresses a reversal of the action indicated by the simple word. In this sense it appears in the third column.

ĭn′bôrn	un fĭt′	un tīġ′	nŏn′aġġ
ĭn′brĕd	un rīpġ′	un bär′	nŏn′sụ̄t
ĭn clōsġ′	un trụġ′	un bōlt′	nŏn′sensġ

Lesson 232.

WORDS PERTAINING TO LAW.

plēa	clāĭm	jū′ry	at tŏr′nġy
cōdġ	cōụrt	clĭ′ent	chän′çe ry
ẏrĭt	eạụsġ	dī′ġest	sub pœ′nȧ
sụ̄t	jŭḍġġ	vēr′dict	prŏs′e cūtġ
dēġd	chärġġ	shĕr′iff	de fĕnd′ant

A **subpœna** is a writ commanding a person to attend in court under a penalty; the second syllable is pronounced pē. A **digest** is a body of laws; to dī ġĕst′ is to assimilate food; **arrange.**

Lesson 233.

The prefixes **fore-**, **pre-**, **ante-**, and **before-**, are synonymous.

fōr ȩ sē ȩ′	pre ȩēd ȩ′	ăn′te rōōm
fōr ȩ tĕll′	pre jŭ ḋ ġ ȩ′	ăn′te dāt ȩ
fōr ȩ ḳnōw′	pre fĭg′ūr ȩ	be fōr ȩ′hănd
fōr ȩ′mōst	prē or dā i̇n′	be fōr ȩ′tīm ȩ

Post-, first column, is English, and refers to the *mail;* in the second column it is Latin, and means *after.* The word **after** carries its own meaning both as a prefix and as a suffix.

pōst′al	pōst′-dāt ȩ	åft′er mōst
pōst′a ġ ȩ	pōst′-ĕn try	åft′er ward
pōst′märk	pos tē′ri or	hēr ȩ åft′er
pōst′-ŏf fĭç ȩ	pōst-môr′tem	thêr ȩ åft′er

Lesson 234.

wĕth′er, *a sheep.*	mĕd′al, *a special coin.*
wĕa th′er, *state of the air.*	mĕd′dl ȩ, *to interfere with.*
kĕrn′el, *part of a nut.*	ŏt′ter, *the water-weasel.*
ĸôl ø′nel, *an army officer.*	ŏt′tar, *oil of roses.*
măn′ner, *form; fashion.*	pĕd′al, *lever for the foot.*
măn′or, *a district; estate.*	pĕd′dl ȩ, *to carry for sale.*
mĕt′al, *iron, lead, etc.*	sŭ e′ eor, *help; aid; relief.*
mĕt′tl ȩ, *spirit; ardor.*	sŭ ȩk′er, *a shoot; a fish.*

mīn′er, mī′nor.—*The digger of metals was a* ——, *but his son, being a* ——, *could not vote.*

Lesson 235.

The prefixes **one-** (Eng.), **uni-** (Lat. *unus*, one), and **mono-** (Gr. *monos*, one), have the same meaning.

one′ness (wun-)	ū′ni ty	mŏn′o grăm
one′-hôrse	ū′ni fȳ	mŏn′o tōne
one′-ärmed	ū′ni sȯn	mo nŏp′o ly
one′-sīd ed	ū′ni fôrm	mo nŏt′o nŏŭs

The prefixes **two-** (Eng.), **twi-** (Anglo-Saxon), **bi-** (Lat. *bis*, twice), and **duo** (Lat.), have the same meaning.

tw̤o′fōld	bī′fôrm	dū′al
tw̤o̤′-pĕnce	bī′văl ve	dū′plex
twī′līght	bī′çў el e	dū′pli cate
twĭn′-bôrn	bī ĕn′ni al	du plīç′i tў

Lesson 236.

WORDS FROM THE GREEK.

bälm	cōach	ăt′om	pō′sy	çē′dar
cōne	châĭr	čck′o	cō′mȧ	bī′son
pŏmp	cŏpse	ĕp′ie	pō′et	dĕv′ĭl
tomb	pāste	lā′ie	pĕt′al	ôr′gan
plāçe	lärch	ō′nyx	a bўss′	ăt′las
trōpe	chīme	ī′ris	cā′lyx	nŏm′ad
trout	ăl′ōe	pō′em	ān′gel	ăg′ate

Point out the *nine* words in the above lesson which refer to trees, plants, and flowers; the *four* which refer to rhetoric and literature, and the *two* that are the names of stones.

Lesson 237.

The prefixes **tre-, tri-** (Lat.), and **three-,** are synonymous.

thrēȩ́-plȳ	trē′foil	trī′a͟n ḡlȩ́
thrēȩ́′fōld	trĕb′ly	trī′ȩ̇ol or
thrēȩ́-sīd ed	trĭn′i ty	trī ĕn′ni al

The prefixes **quad-, quar-** (Lat), and **four-,** are synonymous.

fō͟u͟r′fōld	qua͟r′to	quạd′ru ped
fō͟u͟r′sȩ̇ōrȩ́	qua͟r′ter	quạd′ru͟ plȩ́
fō͟u͟r′fo͞ot ed	quạd′ratȩ́	quạd rĕn′ni al

Lesson 238.

AMERICANISMS.

OF INDIAN ORIGIN.

mā͟i͟zȩ́	ȩa nọ̈ȩ́′	wĭg′wạm	to bă͟e′ȩo
mo͞osȩ́	ḡuä′no	quī′nīnȩ́	o pŏs′sum
sku͟n͟k	ra͟e ȩo͞on′	mŏe′ȩa sin	hŏm′i ny

OF SPANISH ORIGIN.

răn͟ch	lăs′so	mŭs′tang	lăr′i at
plä′zä	brŏn͟′ȩo	ḡar rōtȩ́′	bo năn′zà
pla ȼêr′	ȩrē′ōlȩ́	a dō′be͟	pu͟ e͟b′lo

OF FRENCH ORIGIN.

būtȶ́ȩ́	ḡō′pher	lĕv′eȩ́	quạd rōo͞n′
ȩă͟çhȩ́	pōrt′aġȩ́	ȩre vă͟sṡȩ́′	ȩă͟l′ū mĕt
ȼhu͟t͟ȩ́	prā͟i͟′rȩ́e	la ȩrŏsṡȩ́′	bär′be ȩū͟ȩ́

Lesson 239.

The prefix **con-** means *with* or *together;* before certain letters it changes to **com-, col-, co-, cog-,** and **cor-,** as below.

con join′	com mĭx′	cō hērḡ′	cor rĕct′
con fîrm′	com pōsḡ′	cō ērçḡ′	cor rōdḡ′
con fôrm′	com mand′	cŏḡ′nātḡ	cŏr re lātḡ′
con dĕnsḡ′	com pound′	cŏḡ′nīzḡ	cŏr re spŏnd′

The prefix **ad-** signifies *to,* and is changed to **af-, al-, an-, ap-, as-,** and **at-,** before certain consonants, as in the following.

ad mĭx′	af fîrm′	an nĕx′	as sāy̆l′
ad join′	af frīght′	an nŭl′	as sūrḡ′
ad jŭst′	al lāy̆′	ap pĕnd′	at tĕst′
ăd′verb	al lŏt′	ap pēa̍r′	at tā̍in′

Lesson 240.

WORDS FROM THE DUTCH LANGUAGE.

tŏp	snăp	clămp	hoist	a lo͞of′
bo͞or	swa̤b	ḡrowl	ḡro͞ovḡ	brṳ′in
dĕlf	ya̤wl	ḡrŭffḡ	splīçḡ	wăḡ′on
ḡŭlf	dĕcḡk	mŭmps	strīpḡ	dăp′per
kiṉk	rōvḡ	slo͞op	swĭtch	rŭf′flḡ
mōpḡ	ō′ḡlḡ	stōvḡ	strănd	frŏl′ic
răṉt	blŭffḡ	foist	e lōpḡ′	brăn′dy

Which words in the above show the Dutch to have been a sea-faring people? Which words indicate action? Which one means a peasant? Which sound occurs seven times?

Lesson 241.

The prefixes **half-** (Eng.), **semi-** (Lat.), **hemi-** (Gr.), and **demi-** (Fr.), have the same meaning. The following are illustrations.

hä♯f′-mo͞on	sĕm′ĭ quā ver	hĕm′i sphēr♐
hä♯f′-prĭç♐	sĕm′ĭ çĭr ♑l♐	dĕm′i-ğŏd
hä♯f′-pĕn ny	sĕm ĭ-ăn′nu al	dĕm′i-bäth

Trans- means *across*, or *beyond*; **circum-**, *around*; and **super-**, *above*, or *over*. All these prefixes are from the Latin.

trans fôrm′	çĭr′♑um stanç♐	sū′per fĭn♐
trans plănt′	çĭr ♑um pō′lar	su pēr′flu øŭs
trans ălp′ĭn♐	çir ♑ŭm′fer enç♐	su pēr′la tĭv♐

Which word means to plant in a new place? Which means the boundary of a circle? Which means in the highest degree?

Lesson 242.

MEASURES OF VARIOUS KINDS.

tȯn	spăn	♯our	grā♯n	sĕ♑′ond
ğĭl♯	pā♐ç♐	wē♐k	ounç♐	ğăl′lon
pĭnt	lĭn̲k	rē♐m	quą̄rt	bụsh′el
ĭnch	ro͞od	chā♯n	mȯnth	de grē♐′
yärd	yē♐r	se♑rç♐	dȯz′♐n	făth′om
mīl♐	♑ôrd	grōs♐	lē♐gu♐	fûr′long
nā♯l	pĕ♐k	pĕrch	♑ū′bit	se♑ụ′pl♐

Do you covet learning's prize?
Climb her heights and take it.
In ourselves our fortune lies;
Life is what we make it.

Lesson 243.

Pro- means *for*, or *forth*; **re-**, *back*, or *again*; **per-**, *through*; and **e-**, or **ex-**, *out of*. All these prefixes are Latin.

pro pĕl′	re ăct′	per vād′	e jĕct′
pro lŏng′	re join′	per tûrb′	ē′grĕss
prō′noun	re bŭild′	per fôrm′	ex hāl′

Dis- (Lat.) means *not*, or *apart*; **a-**, or **ab-**, (Lat.) *from, away*; **en-**, (Fr. **en**; Lat. **in**) *to make*, or *put in*; before *p* and *b* it becomes **em-**.

dis ärm′	a void′	en ăct′	em bärk′
dis bănd′	a vērt′	en rĭch′	em bälm′
dis join′	ab sŏlv′	en slāv′	em pow′er

Lesson 244.

WORDS SOMETIMES MISUNDERSTOOD OR MISUSED.

bōund, *a bound, a limit,*—not *a country.*
ō′ral, *spoken*, not *written.*
vĕr′bal, *expressed in words; literal.*
ĕlĕv′er, *possessing skill.*
al lūd′, *to hint at.*
bûrst, not '*bursted.*'
cŏŭp′l, *two things* joined *together; a pair.*
trans pīr′, *to become public; to ooze out.*
moi′e ty, *the half*,—not *a small part.* [*or ill.*
de mēan′, *to behave, well*
tru′eu lent, *fierce, wild, savage*,—not *truckling.*
prĕd′i cāt′, *to affirm*,—not *to base upon.*
al tĕr′na tĭv′, *a choice between* two *things only.*
ĭll, '*illy*' *is improper.*
sus pĕct′ed, '*suspicioned*' *is improper.*

Lesson 245.

Anti-, contra-, and **counter-** mean *against, in opposition to.*

ăn′tĭ dōt¢	¢ŏn tra dı¢t′	¢oun ter ă¢t′
an tĭp′a thy	¢ŏn′tra bănd	¢oun′ter f¢ĭt
an tĭth′e sĭs	¢ŏn tra vēn¢′	¢oun ter mând′

Inter- means *between, among;* **intro-,** *in, within;* and **multi-,** *many.*

ĭn ter fēr¢′	ĭn tro dūç¢′	mŭl′ti pl¢
ĭn ter jĕ¢t′	ĭn tro vērt′	mŭl′ti fôrm
ĭn ter çēd¢′	ĭn tro spĕ¢t′	mŭl′ti foil

Lesson 246.

From the suffixes explained in this lesson, give the meaning of the words in Lesson 245: as **antidote,** *anti,* against, *dotos,* given; hence, a remedy given against poison, etc. The first three words are Greek; the others Latin.

dō′tŏs, *given.*	fe rī′re, *to strike.*
pa th¢īn′, *to suffer.*	jăç′e re, *to cast.*
thē′sis, *a setting.*	çĕd′e re, *to go.*
dĭç′e re, *to speak.*	dū′çe re, *to lead.*
băn′dum, *a ban.*	vẽr′te re, *to turn.*
ve nī′re, *to come.*	spĕç′e re, *to look.*
ă¢′tum, *to act.*	pli ¢ā′re, *to fold.*
făç′e re, *to make.*	fôr′mà, *shape.*
man dā′re, *to command.*	fō′lĭ um, *a leaf.*

The, alone or emphasized, is pronounced thē; in reading it is changed to thĭ or thŭ. **A,** in reading, is changed to ă or ŭ.

Lesson 247.

EXERCISES IN WORD-CONSTRUCTION.

Change the following adjectives to adverbs, according to Lesson 217: as, **candid, candidly; honest, honestly;** etc.

căn′did	po līt′	stĕad′y	ob sc̄ēnc̄′
ȟŏn′est	pre çīsc̄′	pŏmp′ŭs	splĕn′did

Change these adjectives to nouns, according to Lesson 217.

tī′dy	dĭz′zy	hăp′py	wākc̄′fụl
lŏft′y	hĕav′y	ĕmp′ty	chēer′fụl

Change the following verbs to nouns, according to Lesson 219.

a mūsc̄′	pŭn′ish	ar rānġe′	im pēach′
in dūçe′	sĕt tle	con tĕnt′	nŏŭr′ish

Change the following nouns to adjectives, according to Lesson 225; as **riot, riotous,** etc.

rī′ot	pĕr′il	hăz′ard	slăn′der
hū′mor	rĭḡ′or	mär′vel	ḡlŭt′tŏn

Lesson 248.

Find a synonym in Lesson 247 for each word in this lesson: as, **wit, humor; neat, tidy; gormand, glutton;** etc.

wĭt	dĭ vĕrt′	wŏn′der	nûrt′ūrc̄
nēat	līvc̄′ly	sin çērc̄′	chas tīsc̄′
fīxed	ac cūsc̄′	re fīned′	ḡôr′mand
shōw′y	ŭp′rōar	stātc̄′ly	stĭff′nesṡ
hŏl′lōw	dān′ger	blĕsṡ′ed	weiġht′y

Lesson 249.

Sub- (Lat.) means *under* or *below;* it is changed to **suc-, suf-, sus-, sup-,** and **sur-,** for smoothness of pronunciation. **Sur-** is also a contraction of **super-** (Lat.), *upon, above, beyond.*

sub dūc′	suc cŭmb′	sup pōrt′	sur vīvc′
sub join′	suc çēd′	sup plănt′	sûr′façe
sub vẽrt′	suf fĭx′	sus tāin′	sur pâss′
sub mẽrge′	suf fūse′	sus pĕnd′	sur mount′

De- means *from* or *down;* **mis-,** *wrong;* and **out-** and **up-** carry their own meaning. The first two are Latin; the last two English.

de fĕnd′	mis dāte′	out răn̲k′	up bear′
de dŭct′	mis tāke′	out sāil′	up hōld′
de fāme′	mis lēad′	out grōw′	up lĭft′
de fraud′	mis spĕll′	out shīne′	up hēave′

Lesson 250.

THE SEVEN SAGES OF GREECE, AND THEIR MAXIMS.

1. Bī′as—"*Most men are bad*"; 2. Chī′lo—"*Consider the end*"; 3. Clē o bū′lus—"*Avoid extremes*"; 4. Pē ri ăn′der—"*Nothing is impossible to industry*"; 5. Pĭt′ta cus—"*Know thy opportunity*"; 6. Sō′lon—"*Know thyself*"; 7. Thā′lēs—"*Suretyship is the forerunner of ruin.*"

Shakespeare, who displayed a greater variety of expression than probably any writer in any language, produced all his plays with about 15,000 words. Milton's works are built up with 8,000; and the Old Testament says all that it has to say with 5,642 words. Ninety-three per cent of Bunyan's words are Saxon.

Lesson 251.

EXERCISE IN SUFFIXES.

Make adjectives out of the following words by suffixing **-able** or **-ible,** as the word may demand. See Lesson 223.

al low′	de dūc̣ḛ′	ḉom mĕnd′	dif fūṣḛ′
ɟŏn′or	re vẽrsḛ′	re spĕḉt′	de fĕnsḛ′

Make nouns out of these verbs, according to Lesson 223.

dīḉ′tātḛ	pro tĕḉt′	se lĕḉt′	nar rātḛ′
vī′brātḛ	dis tôrt′	ḉon fĕss′	sub trăḉt′

Make nouns out of these verbs, according to Lesson 219.

an noy′	re ṣĭst′	in sụrḛ′	ḉon trīvḛ′
at tĕnd′	sub sĭst′	dis tûrb′	de lĭv′er

Lesson 252.

CONTRACTIONS USED IN CONVERSATION AND POETRY.

Ī'm	=*I am.*	ē'ḛn	=*even.*	whọ'd	=*who would.*
Ī'll	=*I will.*	ō'ḛr	=*over.*	wōn't	=*will not.*
Ī've	=*I have.*	ê'ḛr	=*ever.*	wē'vḛ	=*we have.*
ḉän't	=*can not.*	nê'ḛr	=*never.*	ỵǿụ'rḛ	=*you are.*
dōn't	=*do not.*	'tĭṣ	=*it is.*	shä'n't	=*shall not.*
'twaṣ	=*it was.*	ĭt's	=*it is.*	ỵǿụ'vḛ	=*you have.*
wē'll	=*we will.*	hē'ṣ	=*he is.*	dȯḛṣ n't	=*does not.*
'twĭll	=*it will.*	lĕt's	=*let us.*	ärḛ n't	=*are not.*
whaṭ's	=*what is.*	ĭṣ n't	=*is not.*	thêrḛ'ṣ	=*there is.*

Lesson 253.

COMPOUND WORDS USED BY SHAKESPEARE.

out-hĕr′od	un pā͡i͡d′-fôr	grĭm′-vĭs̨ a͡g͡e͡d
grē͡e͡n′-e͡y͡e͡d	snăp′per-ŭp	thĭe͡k′-e͡om ing
twīçe͡′-tōld	stĭll′-vĕxe͡d	stĭe͡k′ing-plāçe͡
pāle͡′-fāçe͡d	wŏrk′ing-dā͡y͡	sĕlf-sla͡u͡g͡h′ter
e͡loud′-e͡ăpt	hâ͡i͡r′-brĕa͡dth	trŭmp′et-tôngu͡e͡d

Lesson 254.

FAMILIAR QUOTATIONS FROM SHAKESPEARE.

The words of Lesson 253 are given below, with the name of the play in which they are found. Let the teacher require the correct spelling and the meaning of the words used.

It *out-herods* Herod.—*Hamlet.* The *green-eyed* monster.—*Othello.* A *twice-told* tale.—*King John.* The *pale-faced* moon.—*King Henry IV.* The *cloud-capt* towers.—*The Tempest.* Rustling in *unpaid-for* silk.—*Cymbeline.* A *snapper-up* of unconsidered trifles.—*The Winter's Tale.* The *still-vexed* Bermoothes.—*The Tempest.* This *working-day* world.—*As You Like It.* *Hair-breadth* 'scapes.—*Othello.* *Grim-visaged* war.—*Richard III.* Troubled with *thick-coming* fancies.—*Macbeth.* Screw your courage to the *sticking-place.*—*Macbeth.* His canon 'gainst *self-slaughter.*—*Hamlet.* Like angels, *trumpet-tongued.*—*Macbeth.*

Lesson 255.

EXERCISE IN PREFIXES.

Prefix **in-** in its proper form before the following words, and then define them according to Lesson 231; as, **valid,** *invalid.*

văl′id	mŏr′al	c͡ŏn′stant	pā′tient
hū′man	mē′di at͡e	dis tĭn̲et′	pär′tial
c͡au̯′tiȣus	mū′ta bl͡e	rĕv′er ent	prŏp′er
dis c͡rē͡et′	mŏd′er at͡e	rĕs̱′o lūt͡e	prŏb′abl͡e

Place the prefix before these meaning *before* (Lesson 233).

g̃ō′ing	pos sĕs̱′	tō′k͡en	ma tūr͡e′
rŭn′ner	dĕs′tĭn͡e	or dā̓n′	de tēr′mĭn͡e
shăd′ōw	mĕd′i tāt͡e	tĕll′er	ĕm′i nent
mĕn′tion	rĕq̣′ui s̱ĭt͡e	wa̤rn′ing	dōm′i nāt͡e

Lesson 256.

Place the prefix to these meaning *with* or *together* (Lesson 239).

strā̓n	mĭn̲′g̃l͡e	ef fi′cient	re lāt͡e′
trĭb′ūt͡e	mĭs′sion	ŏp′er āt͡e	rŭp′tion
sē′quenç͡e	păs′sion	c tēr′nal	re spŏnd′ent

Place before these the prefix that means *wrong* (Lesson 249).

c͡ăr′ry	in fôrm′	c͡on c͡ēi̯v͡e′	trŭst′fu̯l
măn′ag̃͡e	em ploy′	pro nounç͡e′	stāt͡e′ment
be hāv͡e′	c͡ăr′riag̃͡e	spĕll′ing	ad vĕnt′ūr͡e

From the Spectator: My lords, with humble submission *that* that I say is this, that *that* that *that* gentleman has advanced is not *that* that he should have proved to your lordships.

REVIEW OF SUFFIXES.

Give the signification of the various Suffixes.

Lesson 257.

hēīgḥt′ēn	noiṣē′leṣṣ	bāɹ̈l ēɕ′
strāɹ̈gḥt′ēn	frɹ̈ĕnd′leṣṣ	ăb sen tēɕ′
a wāk′ēn	çēɹ̈sɕ′leṣṣ	môrt ga ġēɕ′
be hōld′ēn	brĕɹ̈th′leṣṣ	ɕŏn siġn ēɕ′
ɕăv′il er	a bĕt′tor	rĕġ′is trar
chăl′len ġer	as sĕṣṣ′or	as sĭst′ant
de mûr′rer	çĕl′e brā tor	af fĭrm′ant
de sīġn′er	ɕăl′ɕu lā tor	ad hēr′ent
ăn′a lȳz er	em băs′sa dor	ɕom plāɹ̈n′ant
ɕon vɕɹ̈′an ɕer	ɕon trĭb′ū tor	ɕŏm man dänt′

Lesson 258.

dū′ti fụl	a līġn′ment	ärm′let
făn′çi fụl	a grēɕ′ment	pĭ pĕtɕɕ′
pĭt′i fụl	al low′ançɕ	ro ṣĕtɕɕ′
māɹ̈d′ēn ly	aɕ ɕôrd′ançɕ	par quĕtɕɕ′
wọm′an ly	per fôrm′ançɕ	found′ling
sōl′dier ly	flow′er ĕt	fŏs′ter ling
ạẅk′ward neṣṣ	băs′çi net	ŭn′der ling
pret′ti neṣṣ	çĕl la rĕt′	mŏl′e ɕūlɕ
rīgḥt′ɕɕŭs neṣṣ	rĭv′ū let	rĕt′i ɕūlɕ
ġọv′ern ment	ɕôv′er let	ăn i măl′ɕūlɕ

REVIEW OF SUFFIXES. (*Continued.*)

Give the signification of the various Suffixes.

Lesson 259.

sour′ish	ɬêɹ′essɸ	prɹēst′hŏŏd
ɮnāv′ish	prĭn′çessɸ	māɹd′ɸn hŏŏd
whīt′ish	ġī′ant essɸ	wĭd′ōw hŏŏd
quälm′ish	ḡôv′ern essɸ	neɹġɮ′bor hŏŏd
squēɸm′ish	en chânt′ressɸ	băch′e lor hŏŏd
sẽrf′dȯm	vĭç′i naġɸ	çĕn′sor shĭp
prĭnçɸ′dȯm	vẽr′bi aġɸ	pärt′ner shĭp
mär′tyr dȯm	lĭn′e aġɸ	seɮŏl′ar shĭp
hēɸ′thɸn dȯm	fō′li aġɸ	die tā′tor shĭp
eɮrĭs′tɸn dȯm	aṉeɮ′or aġɸ	ap prĕn′tĭçɸ shĭp

Lesson 260.

ăf′fa blɸ	a vẽr′sion	con elū′sĭvɸ
eā′pa blɸ	con dĭ′tion	trăn′si tĭvɸ
eŭl′pa blɸ	ex păn′sion	de çĭ′sĭvɸ
ā′mi a blɸ	hĕş i tā′tion	lū′era tĭvɸ
pẽr′me a blɸ	ĭn tu ĭ′tion	con dū′çĭvɸ
sĕn′si blɸ	of fĭ′ciøŭs	fa năt′ie
făl′li blɸ	am bĭ′tiøŭs	la eŏn′ie
tăn′ġi blɸ	plĕn′te øŭs	pa thĕt′ie
fēɸ′şi blɸ	stū′di øŭs	dĭ dăe′tie
re spŏn′si blɸ	tŷr′an nøŭs	ter rĭf′ie

REVIEW OF PREFIXES.

Indicate the signification of the various Prefixes.

Lesson 261.

in ¢ā′pa blȼ
ĭn ¢o hēr′ençȼ
ĭg̃′no mĭn y
ĭg̃ no rā′mus
il lĭb′er al
il lŏg̃′i¢ al
ĭm per fē¢′tion
im prŏv′i dent
ir rā′tion al
ir rĕp′a ra blȼ

fōrȼ ¢lōs̱′ūrȼ
fōrȼ ⱪnŏwl′edg̃ȼ
prĕj ū dĭ′cial
pre rōg̃′a tĭvȼ
ăn te çēd′ent
ăn te nŭp′tial
pŏst′hu møŭs
pōst pōnȼ′ment
ū ni vēr̄s′al
ū ni fôrm′i ty

mo nŏp′o līzȼ
mŏn o lĭth′i¢
trī ăn̲′gu lar
trĭ sўl′la blȼ
trī ŭm′vi ratȼ
trĭp li ¢ā′tion
quạr′tern
quạr tĕtⱡȼ′
quạd ru̇′ma nøŭs
quạd răn̲′gu lar

Lesson 262.

¢ŏn çen trā′tion
¢on fĕd′er atȼ
¢om mĕn′su rātȼ
¢om mĭs′sion er
¢ol lĕ¢t′ĭvȼ ly
¢ol lăt′er al
¢o hēr′en çy
¢ō ex̱ ĭst′ençȼ
¢ŏg̃ i tā′tion
¢ŏg̃′ni za blȼ

¢ôr po rā′tion
¢or rĕl′a tĭvȼ
ăd mo nĭ′tion
ăd ap tā′tion
af fĭl′i ātȼ
af flĭ¢′tion
ăl li gā′tion
al lŏt′ment
an nī′hi lātȼ
an nŭn′ci ātȼ

ap pēⱪr′ançȼ
ap prŏx′i mātȼ
as sĕm′blaġȼ
as sō′ci atȼ
at tăch′ment
at trăⱪ′tion
dĕm′i-tĭnt
sĕm ĭ-lū′nar
sĕm ĭ-vō′¢al
sĕm ĭ çĭr′¢u lar

REVIEW OF PREFIXES. (*Continued.*)

Indicate the signification of the various Prefixes.

Lesson 263.

trăns′fer ençɇ
tra mŏn′tanɇ
trans vẽrsɇ′ly
çĭr cum serĭbɇ′
çĭr cum vĕn′tion
sū per in tĕnd′ent
sū per çĭl′i øŭs
sur mount′a blɇ
sur pâssɇ′a blɇ
prŏc la mā′tion

pro grĕs′sion
prŏp o şĭ′tion
rĕc re ā′tion
re cū′per ātɇ
pẽr me ā′tion
pẽr fo rā′tion
e măn′çi pātɇ
e lĭm′i nātɇ
ĕx cul pā′tion
ex pā′tri ātɇ

dĭs ar rānġɇ′ment
dis cûr′te sy
āl ien ā′tion
a nŏm′a løŭs
ăb di cā′tion
ăb er rā′tion
en vĕl′op ment
en cămp′ment
in dĭct′a blɇ
ĭn flu ĕn′tial

Lesson 264.

em băr′rassɇ ing
em bĕl′lish ment
an tĭp′o dal
ăn tĭ slāv′er y
cŏn tra dĭc′tion
cŏn′tra ri ly
coun′ter poiseɇ
coun′ter sīgn
ĭn ter çĕs′sion
in tẽr′po lātɇ

ĭn tro dŭc′tion
ĭn tro spĕc′tion
mŭl ti tū′di nøŭs
mŭl ti fā′ri øŭs
sub ôr′di natɇ
sŭb ju gā′tion
sue çĕs′sion
sue çĭn̲et′ly
suf fĭ′cient ly
sŭf fo cā′tion

sus çĕp′ti blɇ
sŭs′te nançɇ
sŭp plē mĕnt′al
sŭp po şĭ′tion
sŭr ro gā′tion
sŭr rep ti′ţiøŭs
de mŏr′al īzɇ
dē mar kā′tion
mĭs be hāv′ior
mis gu̲īd′ançɇ

Lesson 265.

COMPOUND WORDS FROM THE POETS.

Ḡŏd′-ģĭv ȝn	lī′on-hȝärt	ma′nў-hĕȝd ed
mēȝk′-ȝȳȝd	lŏng′-drąwn	ma′nў-eŏl′orȝd
stär′-ȝȳȝd	mo͞on′-strŭȝk	spīçȝ-īsl′ands
swąn′-līkȝ	ēą′ḡlȝ-ȝȳȝ	mȧs′ter-păs sion
wĕll′-brĕd	ḡrēȝn′-rōbȝd	erĭm′sȝn-tĭppȝd

Lesson 266.

FAMILIAR QUOTATIONS.

The quotations below embody the words of Lesson 265. Used as a language exercise, the meaning of the words in italics should be required, together with brief accounts of the authors quoted; as *Burns*, a Scottish poet, born 1759, died 1796.

Wee, modest, *crimson-tipped* flower.—*Burns.* Profaned his *God-given* strength.—*Scott.* *Meek-eyed* Morn appears.—*Thomson.* O *star-eyed* Science.—*Campbell.* *Swan-like*, let me sing and die.—*Byron.* With a *well-bred* whisper close the scene.—*Cowper.* Lord of the *lion-heart* and *eagle-eye*.—*Smollett.* The *long-drawn* aisle and fretted vault.—*Gray.* *Moon-struck* madness.—*Milton.* One *master-passion* in the breast.—*Pope.* Those *green-robed* senators of mighty woods.—*Keats.* The *spice-islands* of youth and hope.—*Coleridge.* The *many-headed* monster of the pit.—*Massinger.* Life, like a dome of *many-colored* glass.—*Shelley.*

Lesson 267.

NAMES OF MEN.

Ā′bram	Âqr′on	Hăr′old	Ā′sȧ
A dŏlph′	Ăd′am	Hō′mer	Băş′il
Ġǫôrġǫ	Ăl′bert	Hū′gō	Ćā′leb
Hūgḥ	Ăn′drew	Ī′şaqe	Çē′phas
Je rōmǫ′	Ćlăr′ençǫ	Jăs′per	Çȳ′rus
Jōb	Dā′vid	Jō′şeph	Ḫū′ġenǫ
Lūkǫ	Ĕd′ward	Lew′is	Fē′lix
Märk	Ĕd′win	Nō′ȧḥ	Jā′bez
Paṷl	Ĕz′rȧ	Păt′rĭcḳ	Lĕǫn′ard
Saṷl	Frȧn′çis	Pē′ter	Mō′şĕş
Răl ph	Ḡil′bert	Thŏm′as	Rō′land

Lesson 268.

INDIANA NAMES.

Bar thŏl′o mew	Căr′rolḥ	De ćā′tur
Dā′vĭǫşş	De Kălb′	Dēqr′born
Dū bois′	Floyd	Fa yĕttǫ′
Hŭnt′ing tȯn	Hĕn′drićks	Jĕn′ningş
Jȯḥn′sȯn	Kŏs çi ŭs′ko	La Pōrtǫ′
La Ḡrāngġǫ′	Laṷ′rençǫ	Mī ăm′i
Mā′ri on	Mär′shalḥ	Pŭt′nam
Pū lăs′ki	Stǫū′ben	Swĭt′zer land
Sŭl′li van	Stärkǫ	Tĭp pe ća noǫ′
Ūn′ion	Văn′der bûrgḥ	Ver mĭl′lion
Wāyṇǫ	Wạr′rićk	Whītǫ′ly

Lesson 269.

NAMES OF WOMEN.

Ănn̸e	Ā′dȧ	Ĕs′tl̸er	Jō ăn′
Blânçhe	An nĕtt̸e′	Ḗū′nĭçe	Jū′dith
Ēve	Bō′nȧ	Ē′vȧ	Lo͞u ïse′
Grāçe	Bĕr′thȧ	Făn′ny	Lō′is
Jāne	€lăr′ĭçe	Flō′rȧ	Mā′bel
Jēan	€ŏn′stançe	Frȧn′çes	Mär′thȧ
Kāte	Dō′rȧ	Gĕr′tru͞de	Mȳ′rȧ
Ma͞ud	Ĕd′nȧ	Hăn′nȧh	Năn′çy
Māy	Ĕm′mȧ	Hŭl′dȧh	Rā′chel
Pēarl	Fā͡ith	Ī′dȧ	Rh̸ō′dȧ
Ru͞th	Hĕs′ter	Ī′nez	Sū′san

Lesson 270.

An gō′la	A͞u′burn	Bōw′ling Grēen′
Côr′y dȯn	Dĕl′phi	Gō′shen
Ir o quois′	Kăn′ka kēe	Kō′ko mo
Law′rençe burgh	Lĕb′a nȯn	Max in kŭc′kēe
Ma͞u mēe′	Mŏn ti çĕl′lo	Mŭn′çie
Mt. Vĕr′nȯn	Pa ō′li	Pe ru′
Plym′o͞uth	Rŏch′es ter	Rĕns′se laer
Shōal	Spĕn′çer	Săl a mō′nie
Tĕr′re Haute′(ōt)	Vĭn çĕn͞ues′	Väl pä raī′so
Ve vāy′	Ver sāi͡lles′	Wĭn′ches ter
Wĭn′a mac	Wa′bash	Wy an dȯt̸te′

Lesson 271.

The Thirteen Original States of the Union, with their Abbreviations, Capitals, and Dates of Settlement.

1607	Vĭr ġĭn′ĭ à	*Va.*	Rĭch′mŏnd
1613	New Yôrk′	*N. Y.*	Al′ba ny
1620	Măs sa chū′sets	*Mass.*	Bŏs′tŏn
1623	New Hămp′shire	*N. H.*	Cŏn̲′cord
1633	Con nĕct′ĭ cut	*Conn.*	Härt′fôrd
1634	Mā′ry land	*Md.*	An năp′o lis
1636	Rhōdę Isl′and	*R. I.*	Prŏv′i dençe / New′pōrt
1638	Dĕl′a wâre	*Del.*	Dō′ver
1650	Nôrth Căr o lī′nà	*N. C.*	Ra̤′leĭgh
1664	New Jĕr′sey	*N. J.*	Trĕn′tŏn
1670	South Căr o lī′nà	*S. C.*	Co lŭm′bĭ à
1682	Pĕnn sўl vā′nĭ à	*Pa.*	Hăr′ris bûrg
1733	Ġeôr′ġĭ à	*Ga.*	At lăn′tà

Lesson 272.

Names of States, their Abbreviations, Capitals, and Dates of Admission into the Union.

1791	Ver mŏnt′	*Vt.*	Mont pē′lĭ er
1792	Ken tŭck′y	*Ky.*	Frăn̲k′fort
1796	Tĕn nes sēe′	*Tenn.*	Năsh′vĭlle
1803	O hī′o	*O.*	Co lŭm′bus
1812	Lou̲ ĭ si̲ à′nà	*La.*	Băt′ŏn Rou̲ge (zh)
1816	In dĭ ăn′à	*Ind.*	In dĭ an ăp′o lis

Lesson 273.

1817	Mĭs sis sĭp′pĭ	*Miss.*	Jăc̸k′sŏn
1818	Ĭl′li noiz	*Ill.*	Sprĭng′fī̆ēld
1819	Ăl a bā′mà	*Ala.*	Mont gŏm′er ў
1820	Mā̆ı̆nc̸	*Me.*	Aṵ gŭs′tà
1821	Mĭs sǫṳ′rĭ	*Mo.*	Jĕfʃ′er sŏn Çĭt′ў
1836	Är′kan saʂ	*Ark.*	Lĭt′tlc̸ Rŏc̸k
1837	Mĭçh′i gan	*Mich.*	Lăn′sing
1845	Flŏr′i dà	*Fla.*	Tăl la hăs′sec̸
1845	Tĕx′as	*Tex.*	Aṵs′tin
1846	Ī′o wà	*Ia.*	Dec̸ Moinc̸ʂ′
1848	Wis c̆on′sin	*Wis.*	Măd′i sŏn
1850	Căl i fôr′nĭ à	*Cal.*	Săc ra mĕn′to
1858	Mĭn ne sō′tà	*Minn.*	Sā̆ı̆nt Paṵl′

Lesson 274.

1859	Ŏr′e gon	*Or.*	Sā′lem
1861	Kăn′sas	*Kan.*	To pē′kà
1863	Wĕst Vīr ĝĭn′ĭ à	*W. Va.*	Chärlc̸ʂ′tŏn
1864	Ne vä′dà	*Nev.*	Cär′sŏn Çĭt′ў
1867	Ne brăs′kà	*Neb.*	Lĭn′c̆oln
1876	Cŏl o rä′do	*Col.*	Dĕn′ver
1889	Nôrth Da kō′tà	*N. Dak.*	Bĭʂ′märc̸k
1889	South Da kō′tà	*S. Dak.*	Pi erʃc̸′
1889	Mon tä′nà	*Mon.*	Hĕl′e nà
1889	Wąsh′ing tŏn	*Wash.*	O lўm′pĭ à
1890	Ī′da hō	*Id.*	Boi′ʂe Çĭt′ў
1890	Wў ō′ming	*Wy.*	Çhey ĕnʃc̸′

Lesson 275.

Names of Territories with their Abbreviations, Capitals, and Dates of Organization.

1850	New Měx'i ¢o	*N. M.*	Săn'tä Fē'
1850	Ū'tah	*U. T.*	Salt Lāk¢ Çĭt'ў
1863	Ăr i zō'nȧ	*Ar. T.*	Phø¢'nix
1867	Ā lăs'kȧ	*Al. T.*	Sĭt'kȧ
	Ĭnd'ian	*Ind. T.*	Täh'le quàh
1890	Ŏk la hō'mȧ	*Okla. T.*	Ğŭth'rie

Lesson 276.

NAMES OF THE PRESIDENTS.

Ġ¢ôrġ¢ Wąsh'ing tȯn
Jŏhn Ăd'amş
Thŏm'as Jĕff'er sȯn
Jāmø¢ş Măd'i sȯn
Jāmø¢ş Mȯn rō¢'
Jŏhn Quĭn'çy Ăd'amş
Ăn'drew Jăc̆k'sȯn
Mär'tin Văn Bū'ren
Wĭll'iam H. Hăr'ri sȯn
Jŏhn Tў'ler
Jāmø¢ş Knŏx Pōlk
Bĕn'ja mĭn Hăr'ri sȯn
Zăc̆h'a ry Tāy'lor
Mĭll'ard Fĭll'mōr¢
Frănk'lin Pi¢rç¢
Jāmø¢ş Bŭc̆h ăn'an
Ā'bra ham Lĭn¢ȯln
Ăn'drew Jŏhn'sȯn
U lўs'sēş S. Ğrănt
Rŭth'er fȯrd B. Hāy¢ş
Jāmø¢ş A. Ğär'fi¢ld
Chĕs'ter A. Är'thur
Ğrō'ver Clēv¢'land

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